







*"There are no deficits so terrifying and so terrible as deficits in living."*

—Howard Braucher

# The Great Lockout

## IN AMERICA'S CITIZENSHIP PLANTS

William Wirt

Thirty million American children are locked out of their schools for over half of the time that they want to use them.

Thirty million American adults, who want to use the schools, are locked out practically all of the time.

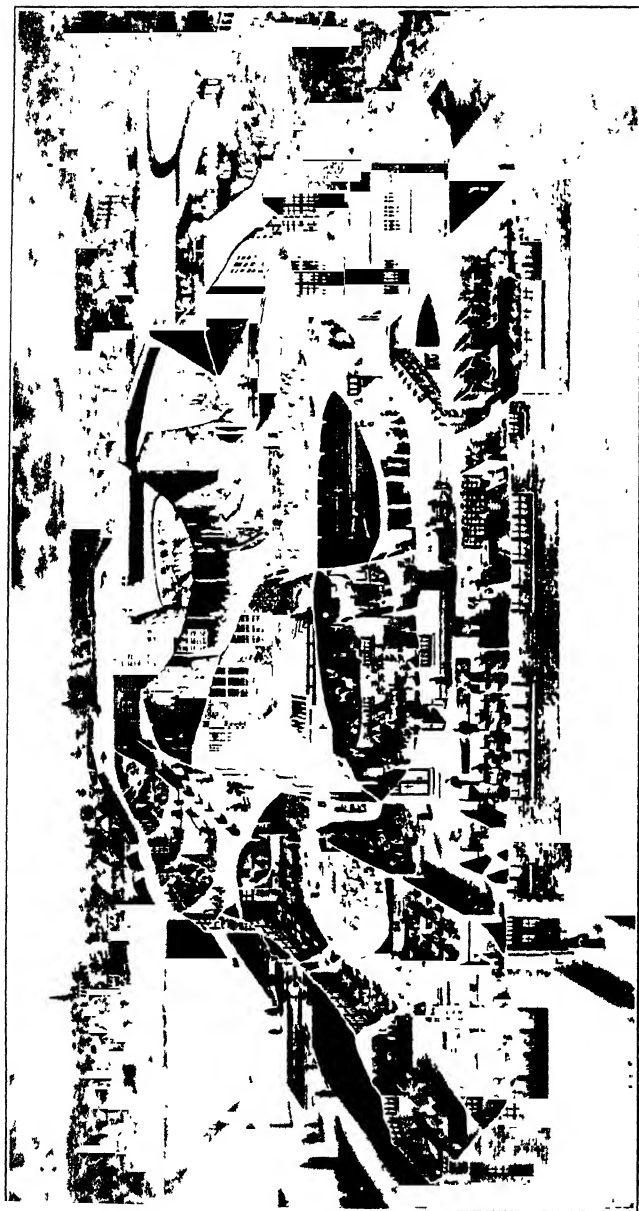
### GARY BROKE THIS LOCKOUT IN 1907 BY EXTENDING THE USE OF ITS SCHOOLS.

Since 1907 Gary children have had the use of their schools for over five hours daily, averaged over the 365 days of the year. Children in *other* cities have the use of their schools for about two and a half hours daily, averaged over the 365 days of the year.

Since 1907 Gary adults have had the use of their schools for about two hours daily, averaged over the 365 days of the year. Adults in *other* cities have had the use of their schools for so little time that when averaged over the 365 days the amount is negligible.

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*Printed by Students of Horace Mann School*



Side View, Froebel School Interior, Gary, Ind , 1911

Note the auditorium and stage in the center with gymnasiums adjoining the stage Below the gymnasiums are swimming pools In the rear, which is the north side of the building, is the playground with wading-pool, sand-pit, handball court, etc

Note the great variety of facilities provided in the several classrooms, studios, shops, and laboratories.

Note that all facilities are in use at the same time.

# Preface

**I**T IS THE purpose of this book to show that a desirable life at Work, Study and Play can actually be secured for children and adults by the **WIDER USE OF THE SCHOOL.**

For over two generations the American people have been trying to solve the Youth problem by creating agencies other than the schools to provide facilities for the wholesome leisure-time activities of our young people. Even twenty years ago America had created over forty such child welfare agencies.

That the problem has not been solved generally, is quite evident from the following statement made last April, 1936, by Reverend Harry Emerson Fosdick in a sermon at Riverside Baptist Church, New York City:

"Now we walk the city streets and watch the boys and girls. Of course we have a crime wave. We are making criminals faster than we can build the jails to put them in. It is estimated that out of every 100 boys in Manhattan, eighty spend their leisure time habitually upon the streets and that of all things they can do upon the streets, 50 per cent are hostile to character and 20 per cent downright illegal.

"Put yourself in the place of those boys and girls upon the streets. This is a law-abiding universe. Do men gather grapes from thorns, or figs from thistles?"

In 1936 New York City still had a lockout in her citizenship plants. New York City was, in 1936, according to Dr. Fosdick, not only making criminals, but also was failing to make citizens.

In 1907 Gary, Indiana, began the operation of a plan for providing facilities for wholesome leisure-time activities by extending the use of her schools. In 1907 Gary abandoned the lockout in her citizenship plants.

Twenty-five years ago, in **Hampton's Magazine**, July, 1911, Rheta Childe Dorr said:

"In this day and generation, especially in cities, it is not only futile, it is criminal, to allow children to run idle during three months of the year. It is, to put it mildly, dangerous to turn them into the streets from three o'clock until dark. This is Mr. Wirt's firm conviction, and that is why, in Gary, the children are kept in school from half past eight until four and five."

The Gary School became in 1907 a combination public library, public park playground with a magnificent field house, and a school—and it became much more. By lengthening the school day the Gary School became a CHILD WORLD within the adult world of the City. By opening the School plant to adults after the day school the Gary School became also a CLUB HOUSE for the adults of the city.

William Wirt, Gary, Indiana, April, 1937



Froebel School, May 6, 1937

A Maypole dance was one of the feature attractions on the evening's program. Grasping brightly colored ribbons these youthful mermaids swam in the pool and encircled the imaginary Maypole.

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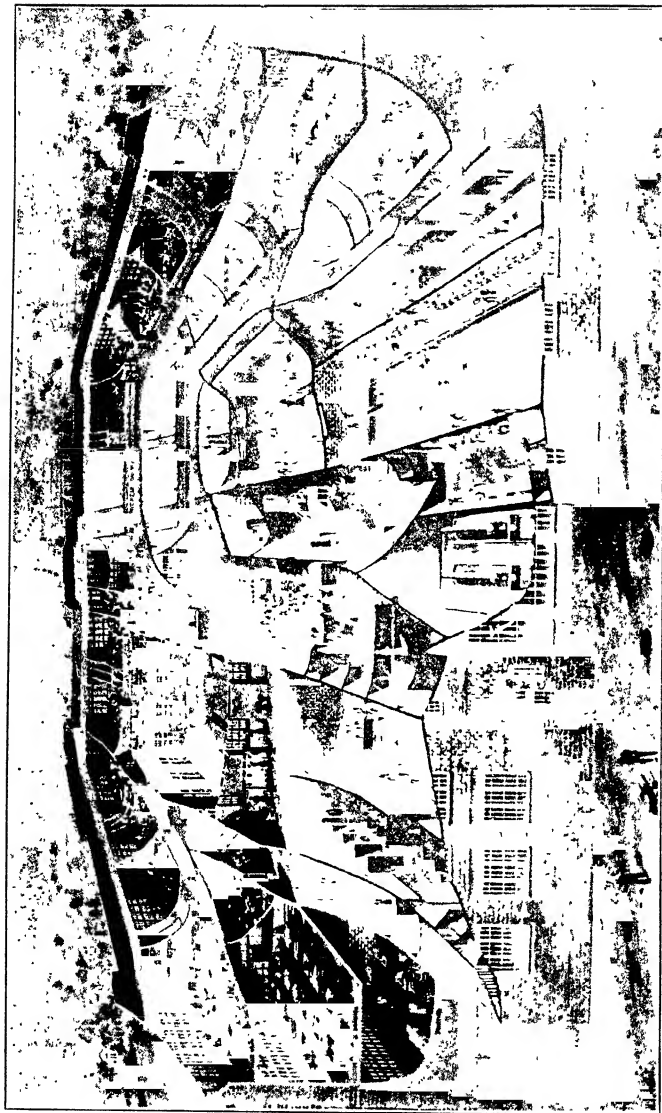
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This rear view shows the girls' swimming pool and gymnasium on the left-hand side of the auditorium and stage and the boys' swimming pool and gymnasium on the right-hand side. The locker rooms and showers for the pools and gymnasiums are important parts of the equipment.

A mere glance convinces one that this school is not a "sit and listen" school. In such a school "sending the whole child to school" is not a "meaningless phrase."

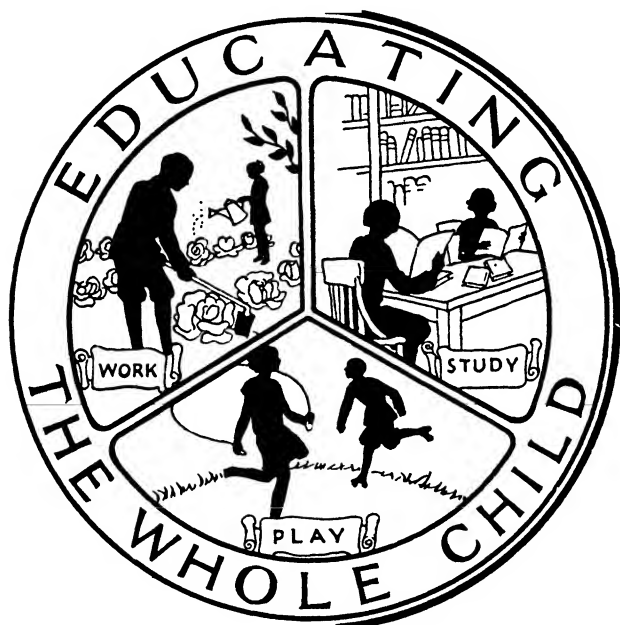
Rear View, Froebel School Interior, Gary, Ind., 1911.

The Froebel School is very much like the Emerson School which was constructed in 1908. William B. Ittner, the architect, said in a public address in 1920: "When I received the rough pencil sketches for the floor plans of the Emerson School (1907) from Mr. Wirt I was thrilled with the vision of a school building that was alive—teeming with real-life activities of happy children."

# PART I

## *The objectives of the* Work · Study · Play School Plan

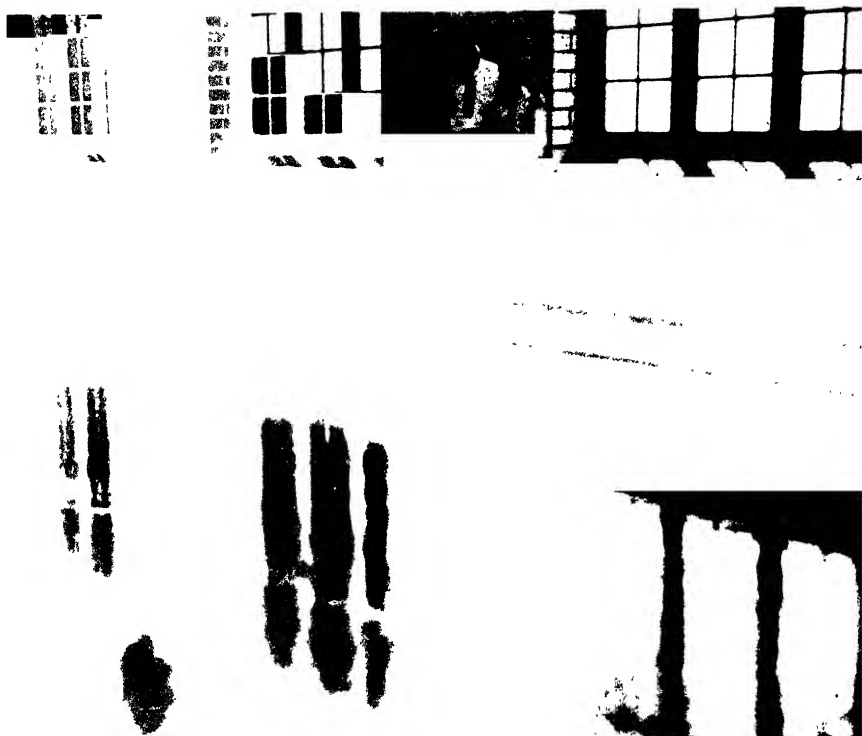
**IN GARY THE WHOLE CHILD GOES TO SCHOOL**



**THE SCHOOLS ARE OPEN LONG ENOUGH FOR WORK  
AND PLAY AS WELL AS STUDY.**

**THE CHILD HAS MORE THAN ONE TEACHER.**

**THE SCHOOLS PROVIDE MANY FACILITIES IN ADDI-  
TION TO THE TEACHER'S DESK AND THE TRADI-  
TIONAL CLASS ROOM.**



### LEW WALLACE SWIMMING POOL

October 9, 1936

Robert Mock points out to Coach Baer the spot in the Lew Wallace pool where he saw Paul Harbeson, a fellow student, sink to the bottom during a swimming class this morning. Baer successfully applied artificial respiration and restored breathing after Robert had lifted young Harbeson to the surface. The clearness of the pool is evidenced by the visibility of the black lines, racing lanes, on the pool's bottom.

Swimming pools must be properly constructed and properly supervised. The water must be properly filtered to be clear and without danger of infection. There has never been a case of infection from our seven swimming pools. In thirty years there have been only two fatal accidents. One was a day-school student and one was a night-school student. In both cases the accidents were known immediately and artificial methods of respiration were applied. Since there was no response to the artificial respiration the accidents were probably due to heart failure.

*Superior Equipment and Superior Teachers are Necessary in a Work-Study-Play School*

# Chapter I

THE OBJECTIVES OF THE GARY  
SCHOOLS HAVE NOT CHANGED  
DURING THE PAST THIRTY  
YEARS.

*M*ANY PERSONS want to know the reason for the development of the Work-Study-Play School. Following is a statement made thirty years ago which answers this question now as it did then.

## **Making the City a Good Place for Rearing Children**

(Statement made thirty years ago by William Wirt)

Cities have never been good places for the rearing of children. Horace Greeley made the statement a long time ago that "the grass would grow in the streets of our cities within the second generation, if it were not for the constant replenishing of the city population from the country."

When only 10 per cent of the population lived in the cities the country was able to replenish the city population without serious loss to the country. Now, however, when more than half the population is in the cities the country cannot continue to replace the city population generation after generation without great loss to itself.

The problem is much more serious than simply keeping the boys on the farm. Only the stronger men and women are drawn from the country to the city. This perpetual drawing of the stronger half of the population from the country inevitably results in a marked deterioration of the country stock, since the population of the country must be reproduced from the weaker half left behind. Furthermore, the best types are lost to the race since the strongest men and women who are attracted to the city do not reproduce themselves for the next generation in boys and girls of as good a type because the city is not a fit place for the rearing of children.

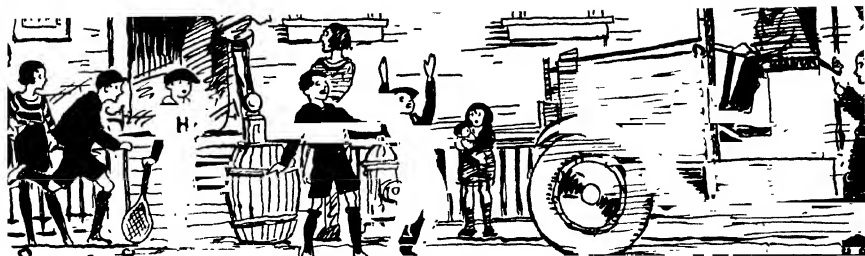
The cities probably offer superior professional, commercial, industrial, and social opportunities to the strong men and women who can avail themselves of these advantages. But the cities also offer every form of opportunity for dissipation and vice, and these temptations cannot be resisted by the weak men and women, and the children. As a rule, the children of the cities are educated too much in the streets and alleys, amusement halls, and gambling dens; not in the schools, homes, and churches. Formerly, the home industrial life and the small shops in the immediate vicinity of the home made it possible for the home to occupy the time of the children profitably and to develop their industrial efficiency. There was such a quantity of productive work in the home which had to be done that all members of the family were compelled to participate. When the home lost these activities for the industrial training of its children, it lost also its greatest opportunity for their moral training and their general character building.

Mankind has failed in all ages to solve the problem of building up a strong citizenship through its city population. Most nations have declined when their populations concentrated in the cities. It is not so much that the cities are not good places for adults. Even though the weak adult succumbs to the temptations of the city dissipations and vices, the strong adult, who is able to appropriate the good things in city life, can enjoy many things not possible in the country. The city is the best place for lawyers, doctors, business men, teachers, musicians, for people who enjoy social intercourse, art, etc. The trouble is not so much with the adult life in cities as it is that these adults do not rear children for the next generation of as good a type as their parents.

It is absolutely necessary for the perpetuity of our race that the relative population of the city be reduced, or that the cities be made fit places for the successful rearing of children.

We have given the city boy the street and alley for his school and it has been most efficient in educating him in the wrong direction through gang activities. What we need to do is to eliminate this street time from the lives of children.





We must substitute wholesome work and play for loafing and dangerous play on city streets. Much of the good work that is now being done during the time in school is being undone in the five hours in the streets and alleys.

### **Street Life a Successful Competitor for Child's Time**

City children are not getting a square deal. The established school, the home, and other child welfare agencies have failed to provide sufficient activities for the city child.

The city home is no longer able to occupy all the time of the child. Ten hours for sleep, three hours for meals, and three hours for general activities in the home tax the facilities of even the average modern city home and are beyond the possibilities of the poorer homes. What are the children doing with the remaining eight hours?

The school with five hours a day 180 days during the year does not provide activity for more than two and a half hours a day on the average for the 365 days of the year. The church, library, supervised playground and recreation parks, Boy Scout activities and Young Men's Christian Associations do not provide activities on the average for all the children of the cities for more than ten minutes a day for the 365 days in the year. Not more than one-fourth of the city children attend Sunday Schools regularly. The Sunday School period is one hour. This averages only fifteen minutes per week and two minutes per day for each child. But the streets and alleys, amusement halls, and gambling dens provide activities on the average for all the children of the cities for over five hours a day for the 365 days of the year. It is this life of the child during the five hours a day in the streets and alleys that moulds his character and educates him in the wrong direction.

The fathers and mothers in the cities have not realized nor understood the conditions under which their children live. The successful father in the city who was reared in the country with very limited school opportunities cannot understand why his city-bred sons do not appreciate the educational opportunities that the massive stone and brick city school buildings

offer. He often calls attention to the wonderful educational opportunities that children have today, and speaks of how much he would have appreciated such opportunities when he was a youth. As a rule, such a father wishes to give his sons better opportunities for success in life than he had. But he does not understand that the seeming hardships in his boyhood were in reality his great opportunities. The formal academic educational opportunities now offered in the big city schools might have been fine to supplement the activities in the real work of country boys. But these educational activities do not now and never have properly supplemented the street and alley activities of city boys.

A few years ago in one of our large cities I visited a private school. It was a bright Sunday afternoon. The campus of this school is surrounded by a high brick and stone wall with large open iron gates at the entrance. Outside the school walls are the cobble-stone streets and gutters, the alleys, and the garbage cans of the compactly built-up modern city. Scores of children, scattered here and there in small groups, were playing in the streets. I said "playing," but this is hardly true. Children as a rule are not playing in the streets so much as they are aimlessly loitering. Loafing is probably the better term. The more active types, of course, are in gangs, bent upon mischief, with the shrewdest of their number as gang leaders. Before entering the school grounds, the attendant excused himself and going to the large iron gates struck them with a staff that he carried, calling out at the top of his voice: "Get out of here! Get out of here!" There were a dozen boys hanging on the gates, looking in on the school grounds. After driving the boys away the attendant returned, saying: "We have the toughest gang of boys in this neighborhood that I have ever seen anywhere." Inside the college walls were beautiful lawns, flowers, shrubbery, trees, birds singing in the trees, and here and there a squirrel running from one tree to another. Why should the boy from the streets and alleys be called tough because he climbs upon an iron gate to look at flowers, grass, trees, birds, and squirrels?

The truth is that we have been so absorbed in our business of earning a living that we have not had time to learn to live ourselves, much less learn how to teach our children to earn a living and to live. The following are four fundamental require-

ments for success in life: good health, intelligence, reliability, and industry. What does the life of the street and alley contribute to the health of the children, to their intelligence, to their reliability, and to their industry? Without these four fundamental attributes of good character, the boy cannot be worth much to himself or to society. What is gained if the formal school does teach him to figure, read, and write, if he has not health, intelligence, reliability, or industry? Reading, writing, and arithmetic are only the tools of intelligence, but the public has been expecting the schools in some miraculous manner to develop health, intelligence, reliability and industry through strapping boys and girls to school seats for five hours a day, for formal drill work in reading, writing and arithmetic. The fact is that without health, intelligence, reliability, and industry the school cannot teach reading, writing, and arithmetic successfully. If the school is to succeed even in this formal drill work, the children must come to it healthy, intelligent, reliable and industrious. If the children come to the school without these desirable fundamental characteristics, the school must then provide activities that will develop them. Character is not knowing what is best to be done. Character is having formed the tendency to do things in the right way by having done them in the right way over and over again. Character is a sort of by-product formed in connection with the performance of real deeds. William James says that our thoughts are our thinkers. What we have thought determines what we can think. Our power for action is determined from our past deeds. What we have done will determine what we can do.

What will the thoughts of the boy in the street contribute to his ability to think along desirable lines for society? What will the deeds of the boy in the street contribute to the boy's ability to perform desirable activities for society? What attributes of character are developed by tying tin cans to a dog's tail, stealing the fruit from the fruit peddler's stand, throwing snow balls at a silk hat, hurling brickbats at policemen around the corner, shooting craps in the alley, imitating the language and the acts and appropriating the ideals of the loafers and outcasts of society in the streets, gambling dens, cheap dance halls, and amusement halls? Will such thoughts and such deeds make for industrial and social efficiency? The

helter skelter running hither and thither of the children in the streets will not develop staid, reliable, industrious men and women, with interest or intelligence in the useful arts and sciences. The loitering on the streets will educate the physically inactive children to be adult loafers in the streets in later life. The gang activities of the street will educate the physically energetic children to be the thieves, the burglars, and the grafting ward politicians. The gang leader holds his position because he is able to suggest attractive activities to his followers and because he is skillful in escaping the established penalties for breaking the laws of society. We forget that we have trained our vicious classes in our cities for the life which they are now living.

### **Boys Trained on City Streets Different from Boys Trained on the Farm**

The boys and girls out of the city streets are entirely different types from the boys and the girls out of the old industrial home and small shop, or from the farm.

Often I have heard men ridicule and berate city boys as lazy, unreliable, shallow brained, etc. Then they would recount how wonderfully reliable and industrious they were as boys on the farm, in the small shops, or in the old-time industrial home. Men can understand only one boy, and can judge boys only by the memories of their own boyhood. The father who knows and understands only himself as a country lad, does not know or understand the life of the city boy. I have heard childless city men say: "What! tax me to build gymnasiums, swimming pools, libraries; make me put up the money to buy playgrounds, swings and teeters, saws and hammers and lumber for the fool play of such lazy, worthless youngsters? Let the parents teach their boys to work like my father taught me to work. Why! these worthless chaps are not even learning much in the schools that we are now paying tremendous sums

Cities have never been good places for the rearing of children. What does the life of the street and alley contribute to the health of the children, to their intelligence, to their reliability, and to their industry?



to support." Such men cannot understand that city boys are not getting a square deal. The worst place in the world for the complete education of the boy is the modern massive stone and brick school building with every device perfected for keeping children rigid and quiet in fixed school seats. Children are annihilated, not educated, in such schools. The average boy is a bundle of twist, wriggle, and squirm. This tendency to twist, wriggle, and squirm is the starting point in his education. We must provide activities so that the boys can be kept busy doing the things that are good for them to do, or they will do the things that are bad for them to do.

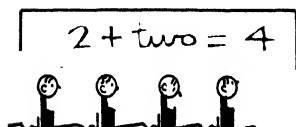
I have actually had men stop me on the street and say: "Several years ago when I was berating you for wanting to spend our tax money for playgrounds for boys I was mistaken and now I want you to know that I am with you." Then I would ask, "What has happened to you that caused you to change your mind?" The reply would be, "Well, I was too busy then making a living. Since I have retired I have had time to associate with my grandchildren. Now I see that the city boy is not the same boy that I was on the farm." It is too bad that a man must become a grandfather before he knows how to be a city father.

Recently, while I was visiting a classroom, the oft-repeated command to the class to "be quiet" became extremely annoying to me. After a time I began to count the number of times the command was given and found that during the remainder of the recitation period the teacher said "be quiet" 32 times. Modern schools are not designed for the activities of children, but for the suppression of their activities. The boy in the city has not had a fair chance. In place of putting all the blame on the city boy, we must assume the greater share of the blame ourselves.

### **The Child Can Be Educated only Through His Own Activity**

Children are not educated by strapping them in straight-jackets to fixed school seats, where they sit for five hours a day and day after day, apparently studying out of books and listening to teachers talk. A stenographer was once sent into a school room with instruction to take down everything that was said

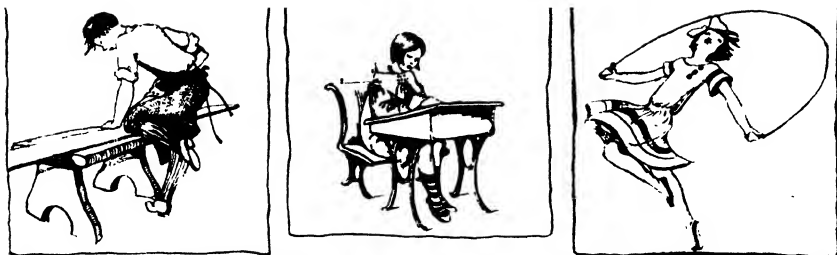
The worst place in the world for the complete education of children is the school building with every device perfected for keeping them rigid and quiet in fixed school seats. Children are annihilated, not educated, in such schools.



in the room during the day. It was learned that one class of children was asked 600 questions during the school day of five hours, an average of two question a minute all day long. Also, of every 10 words spoken in the room during the entire day, the teacher spoke nine. Many teachers talk of educating children by "drawing them out," that is, by a sort of pumping process. They cannot understand that natural children are at all times overflowing like artesian wells and do not need pumping. On the contrary, they are in dire need of outlet and direction. The type of school which represses self-activity certainly cannot be depended upon for developing a high type of character and citizenship, and for the complete education of the child.

We have given the city boy the street and alley for his school, and it has been a most efficient school. The boy hears a profane word once in the street and can immediately and forever use it on all occasions and with all of its varying inflections. The foreign language teacher in the school must drill, review, and drill over and over again, and then fails to secure a working mastery of the foreign language vocabulary. Not so with the street. The child is free and self active in the street. What he learns in the street fits into his immediate life and becomes an integral part of his being. Urgent need and immediate use vitalize the teaching of the street. Besides, the street has two-thirds of the working day of the child. Indeed, the street is a real school working at maximum efficiency educating children in the wrong direction. It has ample time and it has right conditions for developing the vicious tendencies of children.

This fact, however, has not been apparent to the leaders of civic life in the past. Reared in the country, they did not know the city boy and girl, because they had never been city boys and girls themselves. Today many of the influential men and women in our cities have been reared in the cities. They know the handicaps of the city child from personal experiences. Today we have a new type of leaders of city thought—men and women who know from the experience of their own childhood the needs of city boys and girls. They know that the city home cannot satisfactorily teach children either to work or play and that it is a public responsibility to teach the child both to work and play, as well as to study.



### **The School Must Take Over the Time Now Spent by Children on City Streets**

The city school does not have sufficient time for the general education of the child. Besides, much of the good work that is now done during the time in school is undone during the five hours in the streets and alleys.

These five hours a day in the streets and alleys, amusement halls, and gambling dens must be eliminated from the life of the city child before the cities can be fit places for the rearing of children. The cities must have an institution that will provide constructive activities at work and play as a substitute for the present five hours a day of destructive activities. These wholesome activities for work and play should be provided in connection with the child's study school, where he may spend six, seven, or eight hours a day in study, work, and play. Not only will the wholesome work and play be a substitute for the demoralizing activities of the street and alley, but planned in connection with the study school they will motivate and give new vitality to the child's study hours.

Adults are often heard to remark that, if they had their school days to live over again, they certainly would improve them better than they did. It is real tragedy in the lives of many people that they would like to educate themselves now when they do not have the opportunity to do so, but that when they had the opportunity as children they did not want to. Cannot something be done to make our children want to educate themselves right now while they have the opportunity, and thus prevent the reenactment of this tragedy in their lives? Why is it that adults appreciate the value of an education, but children do not? As children we were talked to incessantly by teachers, parents, and friends concerning the importance of an education. But it did not make much impression. As adults we have come to realize the importance of an education without any one talking to us at all about the matter. Every day that we live we are disappointed in not being able to do the things that we might do or get the things that we might have, if we had properly trained our minds and our

hands when we had the opportunity. It is these bitter disappointments in life that enable us to realize the value of an education.

Our children will not profit much more from the advice concerning the importance of an education that we are now giving them, than we profited from the advice that we received in our childhood. Telling children to work hard on their problems now because they will want to solve them 20 years from now and that they will be very much disappointed if they cannot solve them, does not as a rule serve as a sufficient stimulus to compel the expenditure of the necessary energy to solve the problems. On the other hand, if we could find some way by which the children could be really and bitterly disappointed because they cannot solve their problems right now, then a tremendous expenditure of energy would be immediately made possible for learning how to solve these problems.



### **The Importance of Getting Children to Want to Learn the Things the School Has to Teach**

Somehow, some way—we must get the children to want right now the things the school has to teach, if the school is to secure the necessary application and concentration on the part of the child to do its tasks successfully. We do not wish to make the school work easy, to sugar-coat distasteful work with sentimental play, but we do wish to stimulate the child's will power. We wish to make it possible for the child to master the difficulties and thus experience the great joy that comes from the successful completion of difficult tasks.

It is probably true that children do not need to want to do the things that are good for them to do. All they need to do is do them. We must learn to do things that require an effort on our part, things that we would rather not do. Yet we can be led to want to do these very things, unpleasant as they may be, because the consequences of our not doing them will be very much more unpleasant. It is the motive back of our work that makes the performance of tasks that we would

rather not do, often a genuine pleasure. With a sufficient motive we may even develop the habit of finding pleasure in doing things for no other reason than that we would rather not do them. Giving the child an abundance of play does not mean that he is being lifted over the difficulties of life. It means rather that through the play sufficient training is being developed to fit him successfully to go through the difficulties of life. For small children play is most serious work and is absolutely essential for their right development. Play is nature's method of training all young animals. As the child grows to manhood and womanhood constructive play, that is, productive activities, can be substituted for the non-productive activities of childhood. The play impulse can be transformed into a work impulse and the same delight and joy can be found in work in adult life that is found in play in childhood.



Every child must do the work of educating himself. No parent or teacher can do this work for him. No child can live permanently in any spiritual home that he has not created for himself. The great problem of parents and educators is to surround the child with an environment wherein he will be stimulated to put forth the required effort to do the necessary real, hard work involved in educating himself. No such environment can be adequate unless it creates a real, immediate need for the doing of the work required by automatically bringing real, immediate disappointments for the non-performance of the work, or real joy in its accomplishment.

The well-managed playgrounds, well-planned science laboratories, art and music studios, libraries and classrooms of the work-study-play school can give to our children such an environment, and thus create a child world within the adult world of the city in which the children may be kept wholesomely busy all day long at work and study and play. Through such a program it is possible to solve the problem of making the modern city a fit place for the rearing of children.

For example, a little chap is playing with some older boys

at one of a dozen or more games that require a knowledge of addition, subtraction, multiplication, or division, for the keeping of scores. It may be the simple game of quoits, throwing



rings over a peg. The game is interesting and each boy wishes to win. Soon a large boy turns to the small boy and inquires, "Johnny, how many have you?" Johnny replies, "One hundred." The older boys are dismayed, for 50 wins the game. They soon discover that Johnny cannot add and that he does not know how many he has. Probably he has not anything. If it is a real game and they really want to win, they refuse to let Johnny play any longer. Johnny may cry over being put out of the game, but when he comes to his classroom teacher who is trying to teach him to add 2 and 3, 3 and 4, he works as he never worked before. Children have been known to run breathlessly to a teacher from the workshop or the playground, saying: "Is there a book or a person anywhere who can tell me how many feet in a rod? I must know at once; quick, let me find it."

It is often charged that children nowadays leave the school without the power of concentration on either ideas or acts and that they do not have the power of reflective thinking. What develops the power of reflective thinking? The average plumber walks through a large building and afterwards can talk for hours concerning the lavatories, the traps, the faucets, and the plumbing equipment of the building. Ask him about the decoration of the walls, the finish of the woodwork, the lighting of the building, and he is strangely silent. Try to talk with him concerning these things and he soon gives evidence of having difficulty in thinking intelligently about them. If a painter walks through the same building you may talk for hours with him concerning the finish of the woodwork and the decoration of the walls, but he will be strangely silent concerning the plumbing. Real activities in real vocations give us the power of reflective thinking; not, as some people imagine, studying hard out of books, strapped to school seats five hours a day for 12 long years.

Study of books alone will develop the power of reflective thinking only in persons who can make a business of the study of books.

It is charged that the product of the schools is today entering industrial fields without love for work, without any knowledge of or skill in work, without any enthusiasm or ambition to learn and become more proficient in work. It is charged that the product of the school is unreliable and lacking in integrity of character, that it is deficient in the fundamentals of intelligence and lacking physical vigor and health. It is admitted that in certain ways the wits of the products of the schools have been sharpened, but the sharpened wits are vascillating, lacking in power of concentration and application. It is also admitted that while little industry and reliability are shown for the productive activities of desirable occupations, the young men and women from the city schools are capable of tremendous industry and reliability in the non-productive activities of amusement, vice, and dissipation.

At the same time, industries, the modern home, and the church, place upon the school the entire burden of making the child intelligent, reliable, industrious, and strong physically. Formerly, the child came to school from the small shops and the industrial life in the home, industrious, reliable, healthy, and well-informed concerning the established industrial business and social life.

Compare the function of the old time school with that of the modern city school. Today the child comes to the school from the streets and alleys, from the amusement halls and places for dissipation, from homes in the slum district, poorly housed, poorly clad, underfed, and uninformed concerning modern industrial, business, and social life. The children are reliable and industrious only in the activities of the gangs of the streets. These established habits of industry and reliability in the exciting free activities of the streets, and the disregard for authority and the rights of society are antagonistic to industry and reliability in the monotonous drill routine of the school. Unreliability rather than reliability is often developed in the school because the child is forced into the school by compulsory education laws and truant officers and held to a



monotonous grind by a system of artificial rewards and punishments. Only a relatively few children can make a vocation out of the study of books and develop habits of industry and reliability through work with them. Many children develop a decided distaste for the routine drill with books, and habits of misrepresentation and indolence are the natural result. To be able to deceive the teacher and evade the task of the school become desirable accomplishments. The practice of habits of honesty and industry is, therefore, almost impossible for many children in the schools.

### **What the Schools Can Do to Counteract Conditions of City Life for Children**

It matters not, however, what the schools have done in the past. The important thing is what the schools can do today. The schools can substitute activities in wholesome play and real work in place of the demoralizing activities of the streets. The school can lengthen its day and appropriate for school activities the time formerly used by the small shop and home industries, but now given to the street. In the country and small towns the school day is six hours, but in the cities where there is greater need for a long school day the hours are seldom over five and are often much less. The school can secure the time and the school can secure the activities to give children a real life and make them intelligent, industrious, reliable, and healthy. The school can thus train for its own activities, stronger boys and girls; it can teach the mastery of the tools of intelligence as well as meet the demands for industrial and social efficiency.

The universal criticism of the supposed product of the schools is in reality only a criticism of the education product of the streets and alleys. This criticism of the schools is a genuine indictment of the living conditions in our cities. The criticism of the schools is a call to an enlarged field of usefulness; a demand that the schools of today meet the conditions of today. The city school must not only teach the child, but must first get the child into a condition to be taught.



### **School Costs Need Not Be Increased**

But a taxpayer exclaims: "How can we treble our present school, library, and playground budgets?" Fortunately, the public can keep the children of the city busy in wholesome, supervised play, work and study activities for eight hours a day at less cost than it is now paying to bind the child to a fixed school seat for two and one-half hours a day. When the present school study rooms, workshops, and playgrounds are united in one plant and, by a system of rotating classes, are used to their maximum capacity eight hours a day, these facilities will accommodate from two to three times as many children and give each child wholesome activities for the entire eight hours.

A school program can be arranged so that one-half of the pupils have 90 minutes of school work in the regular subjects, English, history, and mathematics; followed by 90 minutes of work in the special subjects, manual training, science, drawing, music, play and physical training, during each of the morning and afternoon sessions of the school. The other half of the pupils have the same program but in reverse order, the regular work following the 90 minutes of special work. Thus the regular and special work are taught continuously during the day and by special teachers on the departmental plan as far as desired in either group of subjects. (See program in Chapter IX and in Appendix)

Essentially the school is a playground, garden, work shop, social center, library, and traditional school combined in one plant and under the same management. It is considered of the greatest importance that right conditions be provided for the happiness of the child and adult. A properly organized playground, workshop, and school secure the same attitude of mind toward the reading, writing, and arithmetic that the child normally has for his play. The workshop and special school features greatly increase the value of the plant as a recreation and social center for adults.

The program outlined can be operated at much less per capita cost than the usual school program. The total per capita school cost is lowered by adding manual training, nature study, school gardens, large playgrounds, gymnasiums, swimming pools, with special equipment and specially trained teachers for each department.

The child can secure, if it is for his best interest, an extra amount of regular work in place of a part of the special work time, or vice versa. Then a boy who has failed in English can make up his deficiency by going into another English class during his special work time. Students can thus secure an extra class period in English, arithmetic, history, or political geography, with other classes doing work in the division of the subject where the said students are deficient. Students who should go more rapidly than their class can often begin work with an advanced class, and continue with their regular class until they have covered the intervening work. On the other hand, a boy whose best interests demand that he be given more time in manual training, physical training or other special subjects can secure as much as three hours per day in any of these subjects during the regular school hours. For example, a boy who is not able to do any regular school work on account of physical inability may enter a class of his age in special work during the first 90 minutes. When this class at the end of the 90-minute period in special work goes to regular work this boy is transferred to another class of the same age coming out from regular work into special work.

Each teacher has only one class in the room during a period. Thus the study periods of the children are supervised, and the teacher has the opportunity to do individual work during regular school hours. Exceptional students can also secure individual help from teachers in Saturday School.

It is evident that any other time period can be used in place of 90 minutes. Four 75-minute periods would give a five-hour school day in place of the six-hour day.

Each regular teacher can teach all the formal English and arithmetic to two classes of children; or, if two regular teachers prefer, they can divide their work between them. The division of work found most satisfactory in the Gary schools is for one teacher to take the reading, writing, spelling, and formal language; and the other teacher the history, political geography, and arithmetic.

Since the special subjects can be accommodated in the least expensive part of the school plant, and often in practically waste space in the school building, the capacity of the

ordinary school building can be greatly increased and sometimes even doubled with little additional expense.

Only 32 teachers are employed for 32-room classes of 40 children each. The extra teachers of manual training, music, drawing, nature-study, physical training, and writing are eliminated, since these subjects are taught by specially trained teachers. The two physical training teachers are practically assistant principals in the general supervision of corridors, toilets, and playgrounds.

Since half the first cost of the traditional school plant is saved, ample funds are in hand for larger playgrounds and gymnasiums, swimming pools, industrial school shops, auditoriums, school gardens and conservatories, special art studios, and science laboratories.

Since half the traditional school maintenance cost is eliminated, the funds saved can be used for evening school activities, Saturday and vacation schools, and the keeping of the recreation facilities open on Sundays.

But there is an additional economy. If a manufacturing plant with a capacity of 6,000 machines a year had to return one fourth of its product to its shops for remaking, the real capacity of the plant would be only 4,500 machines. That is the condition in schools everywhere. A large percentage of the children are forced to repeat work over and over again. Not only are many pupils failing completely and doing over again the entire school term's work, but classes of children are continually repeating daily assignments. Such a retardation means a tremendous waste of the child's time and energy and a corresponding increased cost to the public for the child's school course.

When the destructive activities of the street and alley are replaced by constructive activities in the school the progress of all children through the school will be accelerated, with a corresponding reduction in the total cost to the community for the education of a child, and with a more economical use of the child's time and energy.

### **Too Many School Buildings in the Average City**

The average city has twice the study school capacity that it needs. A city with school facilities for 40,000 children could dispose of its poorer buildings to the extent of one fourth

of its plant and accommodate 60,000 children in the remaining three fourths of its plant. Such a school city would thus have accommodation for 20,000 additional children, or it could accommodate 40,000 children with only two thirds the number in each classroom. If school plants cost \$200 to \$500 per child, the additional school accommodations for 20,000 children mean a saving of from four million to ten million dollars on the study school plant, besides the money that might be realized from the disposal of one fourth of the total plant. This money would be available for playgrounds and special activities in the new type of municipal institution that occupies the time of each child eight hours a day every day of the year in wholesome study, work, and play. The new institution is extravagant only in the opportunities that it offers to children.

The city school is like the old woman who lived in the shoe and had so many children she did not know what to do. The schools are overrun with children merely because we have been trying to provide facilities for all the children to study at the same time for a few hours each day. This means overcrowded school rooms, rented, unsatisfactory school quarters, and half-time school classes.

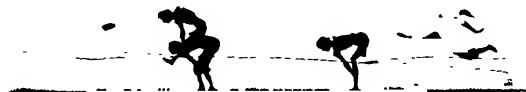
Manual training, physical training, and supervised play have made a beginning in the more progressive schools. But the time for manual training and physical training is taken from the short five-hour day of the established study school. The manual training shops, gymnasiums, and playgrounds are added as extras to the study school plant without increasing its capacity. When the children leave the study room school for the playground, gymnasium, or manual training shop, the study rooms are vacant. When all the study rooms are in use the playgrounds, gymnasiums, manual training shops are vacant. Just to the extent that the new facilities are used, the old are idle. But much more unfortunate than the unnecessary increased cost to the taxpayers of this wasteful school program is the fact that such playgrounds, gymnasiums, and workshops do not appropriate any of the vicious five hours of the street and alley time.

Yet, instead of lengthening the time for which the school provides activities for the child, the disposition has been rather to shorten the school hours. Many children look upon going to school as "doing time" and welcome a reduction of

hours. Many parents have witnessed the lowering of the vitality of their children because of the school room confinement, and welcome the shortening of the school hours. Many physicans, who have witnessed the development of countless physical defects because of the undesirable life in the schools, welcome shorter school hours and even recommend the removal of children from the schools. The writer has even heard physicans say that they greatly prefer their children to be turned into the streets and alleys an hour longer each day than to have them baked in an overheated school, and their vitality destroyed by the usual vitiated school atmosphere and repressed school program.

There is no way by which the heart alone can exert enough pressure on blood to force it through the arteries in the lower part of the body, through the minute capillaries, into the small veins and on into the larger veins until this blood is forced UP from the feet and legs back to the heart. The only way such blood can get back to the heart is through the contraction of muscles. Every muscle is a supplementary heart. That is why the boy is a bundle of twist, wriggle, and squirm. He must twist, he must wriggle and he must squirm in order to keep his supplementary hearts beating.

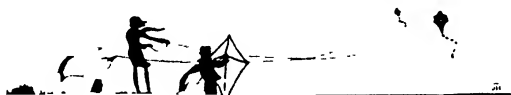
No wonder our legs go to sleep when we adults are forced to sit in one position for an hour or more. Is it not strange, therefore, that we force children to sit in strait jackets in school seats all day long?



The fact is that in place of providing wholesome activities for our children for even five hours a day we school people have been worrying ourselves trying to repress and restrain activities for the short time that the school has the children. The whole difficulty arises from tremendous waste of facilities and effort. Why bake the children in overheated and poorly ventilated school classrooms? Heat, ventilation, and school classrooms cost a great amount of money. Why should we spend our money for the injury of our children? Why waste our efforts repressing self-activity when it would be so much

easier and so much more profitable to direct and encourage wholesome activity? The natural boy must be doing things, and self-activity is the foundation impulse for his development. The teacher will only worry herself by trying to keep him quiet all day long in a school seat, and will succeed then only by destroying the boy.

An investigator has found that an increase of 30 per cent in thinking power can be secured by lowering the temperature and properly conditioning the air in the average school room. How much more might the efficiency of the children be increased by giving them opportunities for self-activity?



### **The Need of Cooperation among Child Welfare Agencies**

All such public welfare institutions as the parks, libraries, churches, the Y.M.C.A. and neighborhood houses are responsible for the children. One and all of these institutions are directly responsible for providing proper opportunities for the children and the young people of their cities, but they cannot meet this responsibility unless they cooperate. At present the care of the children falls in between the several competing institutions for the child's welfare. The churches, libraries, parks, playgrounds, etc., do not have the children, while compulsory education laws and a rigid school program overwhelm the schools with children. The school should so change its program that the churches, playgrounds, libraries, etc., may have the children for the activities they can provide better than the schools. When all these municipal institutions cooperate and work together there will arise a new type of municipal institution that will make the city a fit place for the rearing of children and a fit place to live in after they have been reared.

Pedagogy has long tried to educate children by the intensified use of the few short hours in study schools, by highly developed teaching methods and devices, and by a correlation of subject matter in a curriculum of subjects to meet the needs of the children. It is now generally recognized that the proper development of the child in the modern city is more of a social problem than it is a psychological or pedagog-

ical problem. Psychology and pedagogy cannot do much for children as long as they are left to the crowded unsanitary tenements for their home life, and to the gangs of the streets and alleys for their activities. The modern physician no longer prescribes drugs and tonics for an overworked mother trying to support and rear a family of small children by the meager returns from her unskilled daily labor. Modern charity organizations and mothers' pension laws make it possible to remove such a mother and her little ones from the squalid tenements in which they have been eking out a miserable existence and supply them with sunshine, wholesome food, water and fresh air, which are the only tonics they need.

So it is with the schools. The teacher who has a social service viewpoint in regard to his work no longer depends upon pedagogic nostrums and devices for the development of the souls of his charges. Rather he now attempts to give nature a chance to work the marvelous changes that come irresistibly and naturally in the growing child under fit living conditions.

The problem of making the modern city fit for the rearing of children must be solved by the community at large just as we have solved many of the sanitary problems of the city. There was a time when the only sewers in the cities were the gutters of the streets. There was a time when the water provided by the city was not fit to drink. Now when we leave the city for our summer vacations, the health authorities warn us to beware of the water in the country. The strong men and women of our cities have solved the problems of waste disposal, pure water, and pure food. Strong men and women everywhere are now ready and anxious to solve the problem of giving the young people proper environment and a pure life as well as pure water.

The desirability of giving the children a chance to grow naturally and wholesomely through self-activity is no longer a debatable question. The question now is how to get it done. It is not a problem for school people alone to solve. It is a great public, social problem in the community and it must be solved by all the strong men and women in each community working together. The school plant and program are probably the starting point in the solution of the problem. No new institution can hope to be successful that does not dovetail in with the established study school. But the new insti-

tution must also fit in with the program in the churches, the libraries, the play and recreation parks, the homes, the Y.M.C.A., the social settlement, the Boy Scout activities, and all other agencies for child welfare. The pedagogue can be asked to adapt his school curriculum and methods of teaching to the changed life of the child who will come from a different environment. This the pedagogue can do easily, since the new environment of the child will be very much like the environment of the old time home and shops for which the school curriculum and program were originally planned. So with the homes, the churches, the libraries, the shops and factories, all must adjust themselves to fit into the new program for making the city a fit place for the rearing of children.

The gratification of the legitimate desires of our young people for wholesome amusement and recreation must no longer be left to the dance hall manager, the gamblers, etc. Unfortunately, money seems to be made out of the business of providing amusement and recreation that debauches the taste, lowers the ideals, and destroys the character of young people. Since private enterprise cannot make it pay to provide the right kind of amusement and recreation, it is necessary for the public to assume this responsibility.

The public must do more than develop right ideals and taste in the schools. The opportunities must be provided for a reasonable gratification of these tastes and ideals after the children leave the schools. A wonderful transformation can be wrought by adding auditoriums, workshops, science and art laboratories, playgrounds, gymnasiums, swimming pools, and libraries to the established city schools. By keeping such schools open evenings, Saturdays, Sundays, and during vacations, the school may be a great community club house for the adults of the district. The institution which provides the right type of study, play, and work activities for children will be well adapted for providing attractive activities for adults.

### **The Need of a Flexible School Program**

The program of the city school should be transformed so that the child may play, work, and study in reasonable amount and right relationship, and under right conditions. The school program can easily be made elastic so that children who are physically unfit may spend as much time as necessary in play

and physical training activities. They can be given a sanitarium for the recovery of their health. The school program can be made so elastic that children may have as much time in physical training and play and in arithmetic or language, as they need.

There is no good reason why all children should do exactly the same things at the same time and in the same way. An elastic school program for eight hours a day will enable the school to serve as a clearing house for the work of all the child welfare agencies. No longer should schools through compulsory education laws be permitted to sieze children and bind them to school seats in a rigid program for such hours that other child welfare agencies are prevented from meeting the needs of the children. Rather the school must organize a complete life for the child so that all child welfare agencies may co-operate and thus make possible the supplying of the needed wholesome activities. At present the average school takes the children just early enough in the morning and holds them just late enough in the afternoon to prevent any one else doing anything for them.

### Real Work for Children to Do



The great problem in the successful rearing of children in cities is to find economically enough suitable self-activity in wholesome play and work. By placing the public supervised playground adjacent to the school where the children can use it every day in the year, a sufficient quantity of wholesome play activities can often be provided by securing a maximum use of our present play facilities. The school, like the old-time industrial home and community, has a great amount of real work that is now being done and must always be done in connection with the equipment and maintenance of its buildings, grounds, laboratories, and shops.

There is a great variety of this maintenance and equipment work, and types can be selected suitable to every stage of child development. Just as a child formerly participated in the real industrial activities of the home, the child of today

may participate in the real industrial activities in his school. The school heating plants, the repair and equipment shops, the lunch rooms, the storerooms, the school offices, can all become laboratories for the industrial and commercial education of children. These business departments of the schools in Gary have been industrial education laboratories. It has been conclusively demonstrated that the usual current school maintenance and equipment budgets of the average city will provide ample facilities for the industrial and commercial education of the children. The facilities provided are not only varied and adapted to the child's needs, but they are real. The work must be done, the children receive direct benefits because they are working for themselves, and they are participating in a real industrial business in an environment similar to that of the old-time industrial home and community.

One of the best illustrations of the opportunities in the school for self-activity is to be found in the management and operation of the school lunch rooms by the domestic science classes. The domestic science classes must prepare food that students and teachers will buy. The domestic science students must prepare daily menus that students and teachers demand. The domestic science students must buy economically. They must serve portions for a price that will enable them to pay from the sales in the cafeteria, the cost of food and the salaries of employees other than teachers. A combination domestic science cooking laboratory and a lunch room as a going business concern will quadruple the educational opportunities of the students. But such combinations are practically unknown. School managers are failing to use the opportunities that they have.

The school carpenter, painter, plumber, electrician, cabinet maker, sheet metal worker, machinist, blacksmith, foundry man, pattern maker, printer, engineer, potter, nurse, dentist, physician, landscape gardener, architect and draftsman, accountant, storekeeper, clerk, lunch room manager, designer, dressmaker, milliner, etc., all take the places of the fathers and older brothers in the old-time small shop, and of the mothers and older sisters in the old-time homes.

When you have provided a plant where the children may live a complete life eight hours a day in work, study, and play,

it is the simplest thing imaginable to permit the children in the workshops under the direction and with the help of well-trained men and women to assume the responsibility for the equipment and maintenance of the school plant. The children work as apprentices with the masters, but apprentices and masters are permitted to do only enough work to balance the wages of the masters and the cost of materials and tools. The evils of child labor are thus eliminated and many model industrial shops and desirable positions for superior adult workers are created.

### **School Problems Are Social and Economic**

The public has at last awakened to the fact that the real school problems are social and economic problems and not pedagogical problems. Teachers will no longer be permitted to dictate school conditions regardless of social and economic needs. The layman and patrons of the school have a legitimate field in scientific school management. The paying of school taxes does not end this educational obligation. That they are conscious of this responsibility is evident on every hand.

### **Nothing New in Work-Study-Play Schools**

I am often asked, "What is new in work-study-play schools?" I do not know of anything that is new. Certainly, there is nothing new in the idea that children should have wholesome work and play as well as study. The school readers of a half century ago contained the following formula for happy, efficient childhood:

"With books or work or healthful play  
let your first years be passed,  
That you may give for every day  
some good account at last."

Certainly there is nothing new in the idea that all departments of the school should be in continuous use all the time. What manufacturer operates only one department of his plant at a time? On the contrary, while the finishing department is completing the product, he will strive to have the assembling departments prepare new products for the finishing, and all departments will be balanced in their capacity to keep each other busy all the time. There is, therefore, nothing new or revolutionary in having play, work and study departments of

the school all occupied at the same time and each supplementing the others.

### **Peak-Load versus Balanced-Load**

Why should such an enriched school environment not be possible for children? Why should the city be able to provide so many fine things for adults and not be able to do equally as well for the children of these adults? The city can have art galleries, parks, grand opera, clubs and transportation for adults only because there are so many adults. The city is a fine place for lawyers, doctors, business men, preachers and teachers only because there are so many, many adults in the city adult world. But when the cities try to create a child world, the objection is made that we cannot do for children what ought to be done just because there are so many children.

The reason why the city does not meet the needs of children as it meets the needs of adults is because the same economic principles are not applied in the operation of child welfare agencies as in the operation of adult welfare agencies.

The whole trouble is that we try to provide a school seat in a classroom for the exclusive use of each child. Then we try to have an auditorium large enough to seat all the children, which is the same thing as providing an auditorium seat for each child's exclusive use. All children play at one time, which is the same thing as providing a playground for each child. The same thing is true with the manual training shops and, in a measure, with all child welfare facilities. Children must all be in school at one time and, when dismissed from school, they have the opportunity to go to the library approximately at one time.

With the adult welfare agencies of the city, in the main, we collectively provide facilities for our common or multiple use by operating on the balanced-load plan. With the child welfare agencies we do not get a multiple or common use, but an exclusive, private use because we operate schools on the peak-load plan. If some other child could use my child's seat when my child does not need it, then my child could have a better school seat to use when he does need it. If some other child could use my child's auditorium seat or playground when my child does not need it, then my child could have a better auditorium and better playground when he needs them. This is

exactly what the work-study-play school does. It is planned definitely to take advantage of the opportunity in cities to apply the multiple use and balanced-load principle for children as well as adults. In place of all children being in school seats when the tardy bell rings, only half of them will be in school seats; one fourth will be in manual training, music, art, science, expression, and history and geography rooms; one eighth will be in the auditorium; one eighth will be in physical training and play facilities. In a school for 1,200 children, only 600 school seats will be needed for classrooms, 300 for special activities, 150 auditorium seats and play space for 150. Every child will get as much time for the three R's as formerly, but in addition he will get the time and place for creative work and wholesome play. He will live in a child world within the adult world of the city, because his community will be able to finance such a child welfare program.

(End of thirty-year-old statement.)

It is important to note that the purpose and the general plan of the Gary Schools are the same now that they were thirty years ago. We have in Gary the results of the continuous operation of a definite school plan for a period of thirty years. The high schools of Gary have graduated about ten thousand students. About 25 per cent of these graduates have gone to college. Several thousand Gary high school graduates are now lawyers, doctors, dentists, preachers, soldiers, engineers, mechanics, musicians, artists, business men, industrialists, teachers, and college professors. These graduates are of almost all races and nationalities. Several thousand children in the Gary Schools today are the children of former students and many of these children of the second generation are now graduating. In 1936-37, there were 728 graduates of Gary high schools enrolled in 78 colleges and universities. Of this number 58 were receiving scholastic honor scholarships. The colleges and universities report the progress of these students as follows:

Number doing superior work, 14 per cent; satisfactory work, 63 per cent; unsatisfactory work, 13 per cent.

The Gary School Plan has been widely discussed for over twenty-five years. Its opponents have argued that we must wait until a generation has been educated in this new type of school before we can accept it. **THAT TIME IS NOW HERE.**



Teachers in a platoon school come to an understanding of the whole child through sharing with each other their knowledge of him in many different activities.

*From the Platoon School Magazine.*

## Chapter II

THE GARY SCHOOL IS A CHILD  
WORLD AND IT IS A PEOPLE'S  
CLUBHOUSE

THE GARY Work-Study-Play School has not been made possible in many cities because in these cities the dollar has been placed ahead of the child and an impossible burden has thus been placed upon the teacher.

### Making the Dollar the Servant of the Child

Is it not strange that many school administrators argue that a Balanced Load School Plan places the dollar ahead of the child? Such school administrators insist that taxpayers should be willing to pay for 1200 school seats, 1200 auditorium seats, 1200 places in special work and play spaces for 1200 children at play at the same time. The theory is that taxpayers should provide 4800 places for 1200 children. To do otherwise, such administrators argue, is to place the dollar ahead of the child.

In my judgment, you cannot finance four separate places for each child and have each place adequate. Taxpayers cannot pay the bills. If the money were available, such a school plant could not be operated. One of the first schools to reorganize on the Gary Plan was Girard College of Philadelphia. Girard College had unlimited financial resources. However, Girard College adopted the Balanced Load Plan of organization in order to secure the richest possible school life for its students.

Over half of the cities in the United States with a population of 100,000 or over are using some form of the Work-Study-Play System. Several hundred of the smaller cities are using some form of this type of school. The illustrations in this book from many other cities give some idea of the general and varied use of the system.\* The reader should

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\* These illustrations are from the *Platoon School Magazine*.

remember that nothing is more difficult than the reorganization of a great institution such as the school. However, I desire to emphasize that great progress has been made during the past thirty years.

Unfortunately many school administrators are not satisfied with burdening taxpayers to provide 4800 places for 1200 children. In addition they want the schools to close at three in the afternoon, and expect the taxpayers to provide playgrounds, field houses and libraries for children away from the schools. Taxpayers are expected to provide 6,000 places for 1200 children. No wonder cities have not been able to furnish the facilities necessary to become good places for rearing children. The school administrators who are demanding that taxpayers pay two dollars for one dollar's worth of child welfare work are themselves the ones who are placing the dollar ahead of the child. To them the dollars must be paid first, even when they can't be paid, or **children must go without facilities.**

How can I have an art gallery? There must be thousands of other citizens who look at my pictures when I do not want to look at them. No one of us can have an art gallery if every one of us must go to the gallery at the same time.

How can I have grand opera and a symphony orchestra? Only by sharing my grand opera and my symphony orchestra with thousands of other citizens when I do not want to enjoy them. No one can have grand opera if every one has to attend at the same time.

I can have a public park only when there are thousands of other citizens who want to use the park when I do not want to use it. I cannot have a pathway in a park if every one has to use my pathway in the park when I want to walk in it. I can have a berth in a Pullman car only because thousands of other citizens use my Pullman car berth when I do not want to use it. I can have a room in a hotel when I want it only because thousands of other persons use it when I do not want it. I can have a seat in a street car when I want it only because others use it when I don't want it.

A president of a large university contends that the multiple and simultaneous use plan of the Gary Schools would eventually mean that he would periodically be compelled to get

out of his office chair so that someone else could use it. A professor in a teachers' college says that Wirt got his simultaneous and multiple use plan for schools from the practice of a few cheap boarding houses in Gary sleeping two shifts of roomers in the same beds. Such thinkers do not recognize the difference between the advantageous use and the abuse of the multiple and simultaneous use principle. Just because the public pays the bill one cannot give to each citizen the exclusive, private possession and use of a water system that is any better than the private pump in the back yard. People collectively can have advantages at public expense that they cannot have at private expense—only when they use things collectively.

Do we want to go back to the days of a pump in the back yard of every city home, or do we want to continue the multiple and simultaneous use of the great common town pump represented by the city waterworks system?

The Gary School system is the only school type that **does not** put the dollar ahead of the child. The Gary School system makes the dollar do twice the work for the child that the dollar does in the conventional school system. The child's welfare is uppermost. The dollar is made the servant of the child, not his master.

### One Teacher or Many

Another reason advanced by some persons is that the Work-Study-Play environment is not possible for children. Such persons say that no one teacher can teach children such long hours and direct their activities in such a variety of experiences. Why should any one teacher attempt such a foolish thing? Why not have each teacher teach only what she knows, loves and enjoys? Why not divide the responsibility for the child's development among several teachers? We will continue employing only one teacher per class and we need not ask teachers to teach longer hours than they are now teaching. Teachers may have a five-hour school day, children a six-hour school day, and classrooms a seven-hour school day. In Gary the teachers have a six-hour school day, children a seven-hour school day, and classrooms an eight-hour school day. Teachers, children and classrooms need not have the same length day and they need not be doing the same thing at the same place and at the same time.

In the beginning every city and town had one classroom of children and one teacher. In each school the one teacher and one classroom of children had to be together all day long in the one classroom. They had opening exercises together. They went out to recess together. Later, when the cities and towns got many teachers and many classrooms under one school roof each teacher continued with one class of children for study and recitation, opening exercises and recess. The modern city school is, generally speaking, a group of one-room, one-teacher schools.

Of course the classroom teachers cannot go at the same time with their children to an auditorium for opening exercises. With all grades and the tremendous numbers present worthwhile work cannot be done there. Few schools, therefore, use their auditoriums. Of course the one-room teachers are lost on the playground with the entire school at recess at the same time and they cannot dress for playground activities. Few schools, therefore, use their playgrounds. Of course a third grade academic teacher who should go with her class into a swimming pool would be completely at sea. No one teacher can adequately direct all the activities needing direction.

All that the Work-Study-Play School is doing is to abandon the conventional school combination of a group of one teacher, one-room schools under one school roof and to substitute for it a school that has been developed to meet the needs of children in the city. The modern city for adults has been made possible by the development of the principle of multiple and simultaneous use of adult welfare facilities and by the specialization in the work of the city by the citizens. The new type of school has been made possible by developing this same principle of multiple and simultaneous use of our child welfare facilities and by specialization in the work of the school by the teachers. In the child world of work-study-play, all children are not doing the same thing, at the same place, in the same way, at the same time and in the same time; just as the adults of a city are not doing everything at the same place, in the same way, at the same time and in the same time.





There is too much freedom in a platoon school for any group of teachers to do a good job of policing. The very idea of forced discipline is incompatible with the freedom and happiness of a platoon school. *From Platoon School Magazine.*

The teacher in a platoon school needs to cultivate such skills as developing appreciation, discovering and stimulating talent, guiding creative and child-growth activities. She needs to arouse in children a desire to grow and then be able to guide rather than direct them. *From Platoon School Magazine.*



Members of the parent-teachers' advisory council of Emerson School attending the last meeting of the season yesterday in the school cafeteria.

Every school in Gary has an advisory council of parents that meets in the school for a half day at least once each month. The members inspect the school and in the following round-table conferences discuss the many school problems of their own children and the children of other patrons. Teachers in Gary do not try to know more about rearing children than parents know. The teachers in Gary ask for and re-

ceive the constant help and advice of representative parents. No person can be a member of a School Advisory Council for more than one year. He must have children in the school. The members of the advisory council are selected to represent the several church, club and other community groups.

Each school is a complete unit containing all of the children in a residential district from Kindergarten through the High School. Parents and teachers under such conditions should be able to create the type of school life that they want for their own children.

## **"Educating the Whole Child" Is Not a Meaningless Phrase in Gary**

**"Education and Social Trends" by Schorling and McClusky  
of the University of Michigan, 1936, pages 58 and 59:\***

"The shifting roles of the church and the home demand that the school assume more and more responsibility for the integration of personality . . . We speak glibly of educating the whole child. As an ideal, this is admirable. In practice, it is largely meaningless. Any mother who has attempted to educate the whole child for each of three or four lively youngsters is likely to be completely exhausted at evening. Any father who has tried it with one is a wreck by noon. But society has deposited 'whole children' in excessive numbers at the teacher's desk. . . .

"The teacher in the modern school is expected to be well versed in social, economic, and educational trends, to guide numerous extra-curricular activities, to carry a heavy load of classroom instruction, to take an active part in the affairs of the community, and, finally, to integrate the personality of the child. It may be that we have come to the breaking point. To take over this job from the home and the church means that the teacher must know as much about the child as these two institutions knew. It means not only the keeping, but also the use, of a more adequate system of records. Vast sums of money would seem to be needed if the schools are ever adequately to exercise this function . . . Any ultra-progressive school, making claims that it does anything special in the integration of personality, is a school in which the cost per pupil is very high as judged by society."

In Gary, society does not deposit whole children AT A TEACHER'S DESK. In Gary the school is not ONE TEACHER and a TEACHER'S DESK.

See pages 56, 57 for illustration of a typical Gary School. In addition to desks the Gary child has a vital child world with libraries, auditoriums, art galleries, studios, shops, gymnasiums, swimming pools, playgrounds and parks, and the finest type of classrooms for academic work. Here, too, the church is found with its week-day religious instruction. The home is present with an active advisory council of parents. The teacher does not attempt to take the place of the home and the church. In place of one teacher there are music teachers for voice and for band and orchestra music; speech teachers for all types of speech work including, of course, the drama; swimming teachers, play teachers, art teachers, librarians and special teachers in many different types of shops and laboratories. In Gary the WHOLE CHILD CAN and DOES go to school because adequate provision is made to create there a complete life for the whole child.

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**Activities**  
CREATIVE LABOR  
STUDY AND PLANNING  
RECREATION

**LIFE**

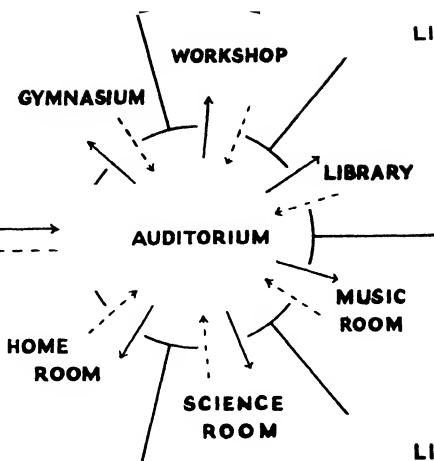
**Benefits**  
SPECIALIZATION  
DIVISION OF LABOR  
COOPERATION  
SOCIALIZATION  
INTEGRATION

LIFE

LIFE

LIFE

LIFE



## THE PLATOON SCHOOL AND MODERN IDEALS

### Preparation for Life to Life Itself

Stuart A. Curtis in *The Platoon School* for January, 1927, made the following statement concerning "the progressive modification of school work from academic preparation for life to life itself." The cut at the top of this page is from the Curtis article.

"The platoon school with its enriched curriculum, its special facilities, its staff of specialists, makes possible the progressive modification of school work from academic preparation for life to life itself. Around every school will be found dynamic, surging life, exerting pressure at every avenue of entrance and demanding to be admitted. In times past, school authorities have gone the limit in establishing barriers between the formal school life and the real life outside. The platoon school not only removes the barriers, but provides a channel for transmission and eagerly welcomes every entrant.

"In organization, an ideal platoon school is a unit, a children's community. The auditorium is the socializing and integrating center. The channel from life to the heart of the school is direct. It is in the auditorium that plans are made and division of labor takes place. From the auditorium the children pass to specialized workshops to carry out their plans, just as do adults in life. The child's purpose is the integrating factor, the child himself the unifying agency. In place of studying separate and unrelated subjects, like arithmetic, reading, writing, etc., which have no counterpart in the life outside of school, he pursues interests and purposes making use of whatever tools and processes serve his ends. From the specialized workshop he carries the matured product back to the auditorium, where it is assembled in its entirety, and from whence it goes forth to play its part in the real life outside. Clean up campaigns, municipal surveys of paving conditions, water supply, housing conditions, etc., recreational activities of parties, plays, etc., and all other types of life activity involve the functional use of reading, writing, and arithmetic without the formalism of the academic organization.

"Unfortunately, it is possible to have a platoon building and a platoon organization and yet maintain as old fashioned a school as was ever held in the conventional soap-box building."



Auditorium, Buckman School, Portland Ore. Opportunity is given in the auditorium to correlate the work of the various departments, thus making it an activity which has more to do with socializing the life of the school than any other department.

*From Platoon School Magazine*

In his special column for March 11, 1937, Arthur Dean said:

"Every time a child reaching the age of 14 is found by his teacher not to be clever with his hands or interested in art or music, or capable of being honest, thrifty and hardworking, or proficient in athletics, nature or some hobby—I say, every time a teacher finds such a child, that that teacher be reduced to the minimum salary until such time as he or she finds what the boy and girl can do and starts the child doing it.

"It would take such a teacher just 30 seconds to declare that every one of her pupils was 'smart in something.'"

For several generations teachers have been sending home fair report cards for dull students. Teachers are not so stupid as Mr. Dean imagines them to be. They are able to "declare" (on the report cards) and they do hold their jobs. The teacher knows that to do what Mr. Dean demands means going beyond the breaking point. Mr. Dean is asking for the super human teacher. In Gary, however, with many teachers in contact with the child it is possible for teachers to learn that every child, as a rule, is smart in something. What is much more important, it is possible for the child himself and his parents to learn that he is "smart in something." But neither teachers nor parents and children can discover this in "30 seconds." It does take more school time and the Gary Schools provide the time.



In the Willard School, Long Beach Calif., the pupils took charge of organizing a banquet for 350 people. Every school department helped in this group project and yet, because of the flexibility of the platoon organization, none of the regular work was interrupted. *From Platoon School Magazine.*

### **Educating the Whole Child Is Not Expensive in Gary**

"Educating the whole child" is not a meaningless phrase in Gary. The Gary Schools are integrating personalities and the cost is not high in Gary. Results from our experiment disprove the statement quoted from "Education and Social Trends."

Following is the most recent authoritative statement concerning comparative school cost:

**PER CAPITA COSTS IN CITY SCHOOLS, 1934-35**

U. S. Department of Interior, 1936, Pamphlet No. 69

On pages 8, 9 and 10 of this report is given the following data concerning current public school expenditures\* per pupil

\*All items of expenditure in this study relate to current costs in full-time day schools only, and therefore do not include any costs incurred through operation of part-time or continuation schools, night schools, and summer schools. These costs are excluded because comparable data on the average attendance in these schools could not be procured. The following items are also excluded from current costs: (1) Expenditures for the care of children in special institutions, and for tuition to other school corporations, since data are not furnished for the attendance of the children for whom these payments are made; (2) all costs of debt service, including interest, since in certain cities large amounts are borrowed each year in anticipation of tax receipts, and are repaid in the following year. Furthermore, such payments are often for bonds issued to meet expenditures for buildings and other capital outlay, and in many cities records of these payments are not handled by the school authorities, making it difficult for this Office to procure the information needed; (3) all capital outlay and items of depreciation in property values.

in average daily attendance for 73 cities of 100,000 population and more:

| CITY                 | Total<br>Daily<br>Current<br>Expense | Total<br>Yearly<br>Current<br>Expense | CITY                 | Total<br>Daily<br>Current<br>Expense | Total<br>Yearly<br>Current<br>Expense |
|----------------------|--------------------------------------|---------------------------------------|----------------------|--------------------------------------|---------------------------------------|
| Albany, N. Y.....    | \$0.78                               | \$142                                 | Seattle, Wash.....   | .45                                  | 80                                    |
| New York, N. Y....   | .73                                  | 136                                   | Toledo, Ohio.....    | .47                                  | 80                                    |
| Rochester, N. Y....  | .71                                  | 133                                   | South Bend, Ind....  | .45                                  | 80                                    |
| San Francisco, Cal.  | .70                                  | 132                                   | N. Bedford, Mass..   | .41                                  | 77                                    |
| Long Beach, Cal....  | .73                                  | 130                                   | St. Paul, Minn.....  | .41                                  | 77                                    |
| Newark, N. J.....    | .64                                  | 121                                   | Des Moines, Ia.....  | .42                                  | 76                                    |
| Washington, D. C..   | .66                                  | 118                                   | Dayton, Ohio.....    | .43                                  | 74                                    |
| Boston, Mass.....    | .64                                  | 118                                   | Louisville, Ky.....  | .41                                  | 73                                    |
| Los Angeles, Cal.... | .64                                  | 117                                   | Fall River, Mass.... | .39                                  | 73                                    |
| Cincinnati, Ohio ..  | .61                                  | 116                                   | Wichita, Kans.....   | .41                                  | 73                                    |
| Hartford, Conn.....  | .63                                  | 115                                   | Evansville, Ind....  | .42                                  | 73                                    |
| Oakland, Cal.....    | .61                                  | 111                                   | Fort Wayne, Ind....  | .40                                  | 73                                    |
| Pittsburgh, Pa.....  | .56                                  | 111                                   | Omaha, Nebr. ....    | .41                                  | 72                                    |
| Milwaukee, Wis. ..   | .56                                  | 106                                   | Tulsa, Okla. ....    | .41                                  | 71                                    |
| Elizabeth, N. J..... | .54                                  | 103                                   | Richmond, Va.....    | .39                                  | 70                                    |
| Paterson, N. J.....  | .54                                  | 102                                   | Bridgeport, Conn..   | .39                                  | 70                                    |
| Reading, Pa.....     | .53                                  | 102                                   | Salt Lake City, U..  | .39                                  | 69                                    |
| Philadelphia, Pa.... | .53                                  | 99                                    | Tacoma, Wash.....    | .39                                  | 69                                    |
| Providence, R. I.... | .55                                  | 98                                    | Flint, Mich. ....    | .41                                  | 69                                    |
| Gr. Rapids, Mich..   | .52                                  | 97                                    | Gary, Ind.....       | .39                                  | 67                                    |
| Duluth, Minn. ....   | .55                                  | 97                                    | Akron, Ohio.....     | .37                                  | 67                                    |
| Somerville, Mass..   | .54                                  | 95                                    | San Antonio, Tex..   | .37                                  | 65                                    |
| San Diego, Cal. .... | .53                                  | 95                                    | Canton, Ohio .....   | .37                                  | 64                                    |
| Chicago, Ill.....    | .55                                  | 94                                    | Dallas, Tex.....     | .37                                  | 64                                    |
| Erie, Pa.....        | .50                                  | 94                                    | Fort Worth, Tex..    | .36                                  | 63                                    |
| Minneapolis, Minn    | .53                                  | 91                                    | Houston, Tex. ....   | .35                                  | 61                                    |
| Denver, Col.....     | .51                                  | 91                                    | Oklahoma City, O..   | .35                                  | 60                                    |
| Detroit, Mich. ....  | .53                                  | 90                                    | Kansas City, Kas..   | .34                                  | 58                                    |
| Wilmington, Del....  | .49                                  | 90                                    | Atlanta, Ga.....     | .32                                  | 55                                    |
| Indianapolis, Ind..  | .51                                  | 90                                    | Miami, Fla.....      | .31                                  | 54                                    |
| Baltimore, Md.....   | .47                                  | 88                                    | Knoxville, Tenn. ..  | .30                                  | 52                                    |
| Cleveland, O. ....   | .49                                  | 88                                    | New Orleans, La....  | .29                                  | 52                                    |
| Camden, N. J. ....   | .48                                  | 86                                    | Birmingham, Ala..    | .27                                  | 48                                    |
| Peoria, Ill. ....    | .44                                  | 84                                    | Norfolk, Va.....     | .25                                  | 45                                    |
| Portland, Ore.....   | .48                                  | 83                                    | El Paso, Tex.....    | .25                                  | 43                                    |
| Spokane, Wash.....   | .48                                  | 83                                    | Tampa, Fla. ....     | .23                                  | 40                                    |
| New Haven, Conn..    | .44                                  | 81                                    | AVERAGE OF GROUP     |                                      | \$101                                 |

It is evident that Gary school costs are not relatively high. Gary Public School costs are relatively very low. It should be noted, also, that Gary gave to her children a school day of seven clock hours for 39 cents while the other cities, as a rule, gave a school day of only five clock hours.

### Gary School Plants Are Not Extravagant

Some taxpayers may say, "Your annual per pupil cost for operation is low, but are not the magnificent school buildings, grounds and equipment provided for Gary children very expensive?" Following is a tabulation of per pupil costs (1936) for buildings, equipment and grounds and improvements of comparable Indiana cities:

| City         | Cost Of   |           |                       |       |
|--------------|-----------|-----------|-----------------------|-------|
|              | Buildings | Equipment | Land and Improvements | Total |
| South Bend   | \$416     | \$31      | \$97                  | \$544 |
| Terre Haute  | 439       | 25        | 70                    | 535   |
| Fort Wayne   | 347       | 36        | 36                    | 421   |
| Evansville   | 366       | 27        | 38                    | 432   |
| East Chicago | 316       | 31        | 35                    | 383   |
| Indianapolis | 325       | 36        | 34                    | 396   |
| Gary         | 271       | 56        | 52                    | 380   |

It should be noted that Gary's School plants have been provided largely since the World War and that Gary is in the Chicago high construction cost area.

- A. Gary taxpayers reduce school expenditures by creating a child world and a people's club house.
- B. The teaching job in Gary is reduced to the level where strong teachers can actually do the job so that "sending the whole child to school" is not a meaningless phrase.
- C. The child has a real child world and the adult has a people's club house.



A Close Finish, Santa Monica, Cal. From *Platoon School Magazine*



Illustration on Front Cover of *Gary Works Circle*, May, 1925.

### **Adult Workers Want Work-Study-Play for Themselves**

The ideal espoused in the thirty-year-old statement quoted in Chapter I was realized in Gary to such an extent that the average citizen saw the results of the program.

The Child World made possible by the Work-Study-Play School in Gary was a real world full of actual life experiences. No better evidence of this fact could be offered than the following editorial in the monthly *Gary Works Circle* magazine for employees, May, 1925, (eighteen years after the establishment of the Gary Work-Study-Play School System.)

## WORK-STUDY-PLAY

"THE-WORK-STUDY-PLAY ideal of the Gary schools could well be adopted by all men as a standard by which to live. The three form a triangle of living and, like the triangle, man is not complete if he leaves out one side.

"The front cover shows the application of the Work-Study-Play ideal to Gary Works. The top picture is symbolic of the Gary Worker—the man who faithfully fills his niche in this great organization. His work is important whether he be a battery man in the Coke Plant, a heater helper in the Merchant Mills, or, as in this picture, a machinist working on the repairs that help keep the wheels of the mills turning. At the lower left is a picture of a mathematics class of the Gary Works Evening School. The Gary Worker is encouraged to improve himself by study. Evening classes in mathematics, drawing and chemistry are provided. The books of the plant library are open to him. Finally, at the right, is depicted the Gary Worker at play. Through the activities of the Gary Works Athletic Association, he may take part in his favorite sport be it basketball, bowling, tennis, baseball, soccer, horse-shoe pitching, or track and field events. Prizes and medals are offered in all branches of sport and hundreds take part annually.

"The boy in school is required to live the triangular life of Work-Study-Play. It is unfortunate but true that many a boy drops one side of the triangle when he leaves school and confines his efforts and thoughts to work and play. Successful men are students to the end of life. It is to promote the full life that the Gary Works management provides facilities for study and play."

In 1925 this steel plant, the largest in Gary, had 14,000 employees. These employees saw, understood, and gave expression to the thought that a man's world, as well as a child's, should be a world of Work, Study, and Play. From first-hand experience and through their own children they had learned that the Child World in the Gary Schools was exactly that. The Work-Study-Play School in Gary was, as these 14,000 employees saw it, a real honest-to-goodness world of actual life experiences at work, study, and at play. That is all any ideal world, adult or child, can be.

Many times one hears adults say: "I wish I had had the chance to get an education that children have now." Note that the Gary adult workers did not say that. Gary adults said: "Education is a life-long process. We have the opportunity NOW. Let us get busy and educate ourselves NOW." In 1925 adult education classes in Gary enrolled as many adult students as the Gary day schools enrolled children. Gary adult workers in 1925 actually had an Adult World of Work-Study-Play.

## Gary School Enrollments

| School Year | Adult School | Regular<br>Day School<br>Incl. Kdg. |
|-------------|--------------|-------------------------------------|
| 1922        | 10,320       | 10,991                              |
| 1923        | 12,474       | 12,190                              |
| 1924        | 12,814       | 14,141                              |
| 1925        | 13,423       | 15,808                              |
| 1926        | 12,905       | 17,621                              |
| 1927        | 15,667       | 19,085                              |
| 1928        | 16,756       | 20,391                              |
| 1929        | 16,763       | 20,954                              |
| 1930        | 16,319       | 21,811                              |
| 1931        | 17,779       | 22,356                              |
| 1932        | 13,674       | 21,888                              |
| 1933        | 4,138        | 21,253                              |
| 1934        | 4,514        | 21,258                              |
| 1935        | 6,997        | 21,498                              |
| 1936        | 6,914        | 21,780                              |

During the year 1922-23 the public school adult education enrollment was larger than the day school enrollment.

During the depression the adult education classes were reduced to the minimum. Of course, this was a great mistake. Adult education facilities should have been enlarged during the depression when so many adults were unemployed.

Federal government adult education enrollments are not included. There were other adult schools in Gary. The industries and other non-school agencies enrolled about 2,000 adult evening students in 1925. Public school adult education classes stimulate attendance in non-school adult educational activities.\*

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\*During 1936 Gary had many activities for adults other than the regular adult school classes. For example, there were 107 twilight and Sunday afternoon baseball teams averaging 15 players on each team. Such persons were not counted in the enrollment of 6,914 given in Table above.

That the activity of the schools did not monopolize similar activities away from the schools is shown by the fact that, in addition to the 107 school adult baseball teams there were 38 industrial league baseball teams not connected with the schools. The school athletic directors assisted the organization of the industrial leagues only in a general way and were not responsible for the activity.



"Jennie Wren" and her two cousins should know, when they arrive during the next week or so to take up their abode in new apartments provided for them on the north slope of the Horace Mann lagoon, that these youngsters lost considerable cuticle off legs and knees shinnying up this tree to get the wee houses hung.

These boys are engaged in a regular part of their seven-hour school day program. Other children are in regular class-room academic activities. In Gary all children are not doing the same thing, in the same place, at the same time and in the same time. Since these children have seven clock hours in school daily in addition to the luncheon period they have time to do better work in academic studies.

The ducks that are at home in the Horace Mann lagoon seldom miss a meal so long as the children of the school can slip a crust or two out of the school cafeteria. Here are five youngsters exchanging amenities with several web-footed friends whose voracity has made them tame.

This picture shows a regular part of the long school day for these children in Gary.



# Chapter III

## LONGER SCHOOL DAY IS INEVITABLE

THE CONVENTIONAL school in large cities has a school day of only five hours. Gary has a school day of seven hours. What does Gary do with the additional sixth and seventh school hours? Why does any school want such a long school day?

### The Conventional Plan

Chicago and many other large American cities have a school day of five hours that monopolizes all the time of school children during the school day. After the school day closes in these cities, the public playgrounds, parks and libraries offer to school children the same type of activity that the Gary Schools provide during the extra two hours which we shall designate as the sixth and seventh hours. In these cities all of the conventional school work is gathered together in a five-hour school day. Then after the five-hour day-school closes, it is planned to have all of the recreational activities gathered together in parks and playgrounds, as a rule, away from the schools. Chicago and other conventional school cities want their children to have seven hours in conventional school work and recreational activities. They want the longer day for children, but they are trying to get the recreational activities away from the school.

### The Gary Plan

In Gary, the public playgrounds, gymnasiums, swimming pools, libraries, studios, workshops, art galleries, and auditoriums for children are in the school centers where the children are. Time for the use of these additional facilities is secured by lengthening the school day. That is, the time available in Chicago for the use of playgrounds, gymnasiums, swimming pools, libraries, studios, workshops, art galleries, and auditoriums after school hours — but away from the

schools—is added to the school day in Gary. That is **exactly** what the sixth and seventh school-day hours in Gary are. However, these two additional hours are not the last two hours of the seven-hour school day or after school hours. They are instead distributed throughout the entire school day. The conventional school work and these recreational activities are operating simultaneously all day long. Every hour of the longer school day some children are in conventional school work and other children are in recreational activities. These two groups of children alternate between conventional school work and recreational activities.\* (See Chapter IX)

The Gary idea is that since SUCH recreational facilities are good for children, some plan should be developed whereby all children can be provided with such facilities and all children will be able to use them and will use them. Gary has developed such a plan but to do so has had to lengthen the school day.

The time for activities such as those shown on pages 52 and 55 is not taken from the time for reading, writing and arithmetic, but from worse than wasted street time.

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\*Many persons have the mistaken idea that leisure-time activities are limited largely to playing games. A recent booklet by the Chicago Parks—"Serving a City's Leisure"—lists the following in addition to the activities often considered the leisure-time activities: (pages 48 to 51)

*Creative Things to Do*

|                               |                             |
|-------------------------------|-----------------------------|
| Art Crafts and Crafts         | Photography                 |
| Quilting                      | Garden Lectures             |
| Rug Making                    | Knitting                    |
| Loom Weaving                  | Crocheting                  |
| Fabric Decoration             | Felt Craft                  |
| Dress Making and Dress Design | Raffia Craft                |
| Marionettes                   | Soap Carving                |
| Pottery                       | Basketry                    |
| Masks and Lanterns            | Needlepoint                 |
| Model Airplanes               | Celluloid Etching           |
| Auto Mechanics                | Furniture Constructing      |
| Machine Shop                  | Decorating and Upholstering |
| Model Yachts                  | Jesso                       |
| Leather and Metal Craft       | Grotesque Head Making       |
| Wood Carving                  | Ice Boat Building           |
| Kite Making                   | Printing                    |
| Painting and Drawing          | Radio Design and Building   |
| Art Lectures                  | Wood Cuts                   |
| Drama and Stage Craft         | Wood Inlay                  |
| Music                         | Wood Toy Making             |



These first-grade children from the John Marshall School, Glendale, Calif., are working on "The Bird's Nest" and costumes for the play which they presented as a "Surprise" to their auditorium teachers. Note that the teacher did not know that the children were doing this work.

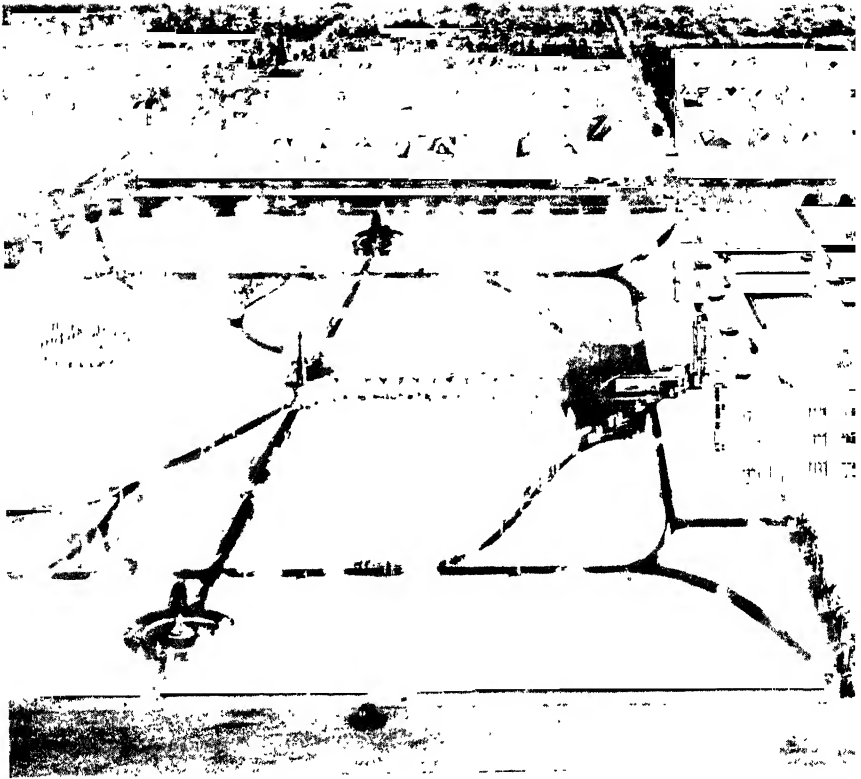
*From Platoon School Magazine*

### **Longer School Day Makes Such Activities Possible**

Children study animal pets in the nature study room, Steele School, Colorado Springs, Colo. Such activities are possible because the school has more time. *From Platoon School Magazine.*



## A Child World and



The Gary, Ind., (1911) Froebel School Building and its playground are used as a community center. Its activities continue twelve hours a day, six days a week, and fifty weeks a year.

The day school students have a school day of seven clock hours in addition to luncheon hour and after school activities. It is not surprising

## House for Adults



that such a school holds children in school after the end of the compulsory education period. It is not surprising that adults will use such a school as a community center. (Compare the above with the description of a school plant by the Federal Government Publication report quoted on page 91.)

## **Two Hours of a Longer School Day in Gary Is Leisure Time**

There is no intention of compelling children in Gary to have the longer school day and to use the additional facilities if they do not want to use them. But the fact that a very few children do not want the longer day and should not have the use of these additional facilities is no reason why the many children should not have them. In Gary all children are not doing the same thing in the same place at the same time and for the same length of time. The Gary school day and rotating program are so elastic that parents may choose the school programs for their own children, but they cannot choose the school programs for the children of other parents.

At the beginning of each school year Gary parents are notified that children need not come to school for the full long day and they are also asked to express their wishes in the matter. Very, very few parents want the school day shortened for the older children and only about 20% of them want the school day shortened for the primary children.

The following letters from the Gary Post-Tribune, October 31, 1936, show the attitude of the great majority of the Gary parents to the longer school day:

Editor Post-Tribune:

"The short school day is fine for country children, as there are always chores for them to do at home, I know. I was raised on a farm. But our school day is not too long for city children. Our children are being taught how to cope with the rest of the world. They are put through an orderly, well-supervised routine and are grouped, not 'herded.'

"In short, when I compare the present school system with that of my own generation, I can only conclude that I was

—BORN 30 YEARS TOO SOON."

### **"STRAW VOTE ON SCHOOL HOURS**

"Editor Post-Tribune:

"When will the Gary parents who take so much exception to the public school hours awaken to the fact that the school program here is flexible enough so that it is dollars to a doughnut that a conference with authorities at any school would result in arrangement of school hours to meet any reasonable request?

"I have watched the development of the Gary School System for many years, and it is my opinion—and many, many educators, parents and social workers agree with me—that it is the finest school system yet devised.

"Occasionally disgruntled parents should remember that there are other than their children attending these schools."

—SCHOOL BOOSTER."

## **Some Parents Want Conventional Inflexible School Program**

Sometimes the mother of a child objects to 8:15 a.m. as the time for schools to open. She will say that her husband does not go to his office until 9 a.m. and that often she and her husband are out late at night at bridge parties and they do not want to get up in the morning in time to get the children off to school at 8:15.

All that any school administrator does about it is to ask:

"What time do you think your child should start to school?"

When the mother answers that 9 a.m. is plenty early enough she is told to start her child to school at that time. But the mother sometimes says:

"No, that won't do. So long as other children start to school at 8:15 a.m. my son, John, pesters the life out of us to let him go to school at 8:15 a.m. too. He points out all of the wonderful things that he is missing by not being at school and even wants to get his own breakfast so that he can go early to school."

Here is a real problem. One can enrich the life of children in school only by lengthening the school day. The children themselves understand the difference. The particularly enriching things that you add to the school by lengthening the school day are the very things the children want. All children do not want the same kind of school and they do not need the same kind of school. The school must supplement the home; therefore, children from widely different homes should have different schools. Some few parents object to almost anything added to the school because in their judgment their own child does not need it. If you do not want objections, keep the school program so limited that there is nothing much in it. That is what school administrators sometimes do, for no school can go very far in advance of the prejudices of citizens who support the schools and who determine the policies of the schools.

## **Some Parents Don't Want Playgrounds**

In 1898 I established my first public playground in Bluffton, Indiana. I personally rented a small tract of vacant land near the high school building. The older boys brought shovels, hoes, rakes and scythes from their homes and constructed a baseball field and a tennis court. I was quite pleased with myself as I worked and played with these boys. Soon, how-

ever, a committee of citizens from the neighborhood called upon me and demanded that the playground be closed. These citizens said, "You don't know how awful the language and the conduct of these boys are when you are not with them." I asked them to tell me some of the things that the boys were saying. Then I answered, "It is most surprising to me that my boys have learned to swear like that during the short time that this playground has been opened." The citizens replied, "Well, it may be that they did not learn to swear on your playground and we don't care. We simply will not have that playground and if you, as superintendent of schools, will not close it, we will go to the Mayor and the City Council." And they did. I was forced to turn these boys back into the alleys where they could swear and engage in despicable gang activities without being heard or seen.

### Conventional School Did Not Hold the Children

At the time the Gary Schools were started (1906) the practice of disciplining children in school by making them master the set subject matter or breaking their spirit and, in addition, eliminating everything except the three R's from the school was almost universal.

What happened to children in such schools? They could not be kept in school.

The Russell Sage Foundation published the results of a survey in 1910 that showed the condition concerning school attendance in the leading American cities: (Bulletin No. 77)

"Last June an army of 250,000 boys and girls, about *fourteen and a half years old*, marched from the *city* public schools of America, proudly bearing the evidence of having completed successfully the eight years of study. During that month and the months preceding there dropped from the ranks another army of 250,000 children who had failed of graduation. They were of about equal age and had spent about the same length of time in school as their more fortunate schoolmates. The larger fraction of these 250,000 educational failures had completed only six of the eight years in the course of study. . . ."

"This is our great educational problem. It transcends in importance all questions as to the method and scope, content or intent, for the first thing to do is to get the children to attend school.

"The whole theory of democracy is built on the assumption that the voters shall be intelligent. The last two years of the elementary schools contain the studies basal to intelligent citizenship—United States history, civics, commercial geography, etc. . . ."

"We in the United States are making a new demand of our schools. The pupils must learn the fundamental facts necessary to intelligent citizenship. Because of the decay of the apprenticeship system we may have to include vocational training in the schools; but, whether this is to come or not, it is necessary for all to become intelligent citizens.

"The last two years of the course are by all odds the most valuable years. . . ."

"How, then, may we save this army of 250,000 children who drop out of school without completing the last two years of the course? I use the word 'save' deliberately, for a large fraction of these 250,000 children drop out of school because they have failed. They are humiliated, their confidence in their own ability is destroyed, and the soul-destroying conviction is ground into them that they are 'failures,' 'stupid,' 'dumb,' or 'backward'."

Is it not surprising that so many of our citizens today are forever singing the praises of the old type of school system that could not even keep children in school?

### **Some Parents Have a Mistaken Idea Concerning Discipline**

In "Remaking the Curriculum" (1936) William Heard Kilpatrick says on page 31:

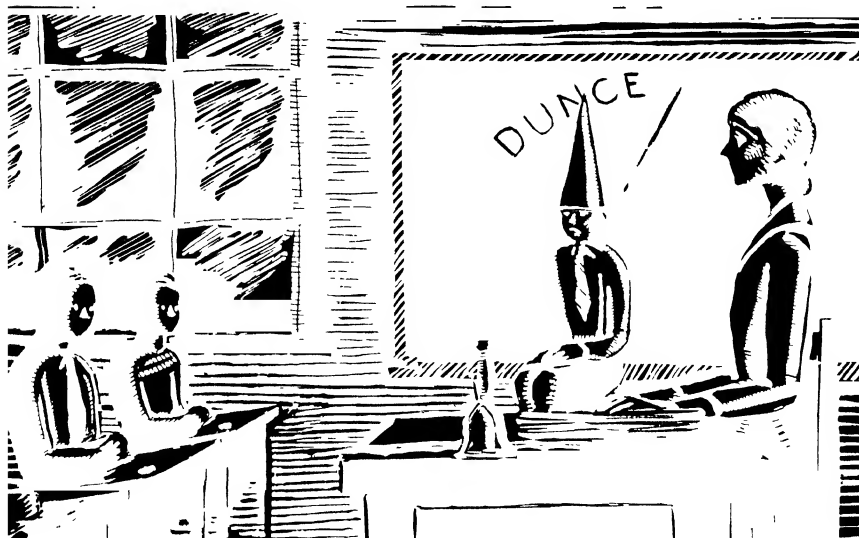
"The new curriculum must then put first things first. The child must for us come before subject matter as such. This is the everlasting and final condemnation of the old curriculum. It put subject matter first and it bent—or, if need be, broke—the child to fit that."

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Note that this statement was published thirty years after the Gary Schools in actual practice put "first things first," viz., the welfare of the individual child.

Unfortunately some few parents will even today actually argue that the very fact that children want to go to the Gary Schools is proof that the schools are "no good." The argument is that children must be disciplined by being compelled to do

The old standard of discipline through force and fear could have no place in a platoon school. A new type of self-discipline has risen in its place, and to guide it, teachers must have a knowledge of child nature, its needs, and its interests.—*From Platoon School Magazine.*



only the things that they do not want to do. Of course, children must learn to do some things that they do not want to do and they must learn to do these things willingly just because they need to be done. The Gary Schools are not turned over to the whims of children. In the Gary Schools children are not just doing what they please and when it pleases them. But this fact does **not** mean that **everything** that children **want to do must be eliminated** from the school.

"All through the middle ages the sign of a schoolmaster was a bundle of switches. Nor were these symbols empty of meaning. As late as 1845, the Boston survey report shows that in a school of 400 children, both girls and boys, there were 65 floggings a day. Not infrequently serious injury was done by these beatings. Nor were conditions in Boston unusual. There has been preserved to us the following record of an eighteenth century pedagogue which shows something of the kinds and extent of the punishment employed to keep classes in order."\*

#### RECORD OF 18TH CENTURY PEDADOGUE

Length of Service—51 Years

##### Punishments

|                        |           |
|------------------------|-----------|
| Raps on Head .....     | 1,115,800 |
| Blows with Cane .....  | 911,527   |
| Blows with Ruler ..... | 136,715   |
| Blows with Rod .....   | 125,010   |
| Box on Ears .....      | 7,905     |
| Wear Dunce Cap .....   | 3,001     |
| Epithets .....         | 3,001     |
| Kneel on Peas .....    | 777       |

\*Stuart A. Courtis in *The Platoon School* for January, 1927.



Even today our noon-day luncheon clubs sing "School Days—Reading, Riting, and Rithmetic taught to the tune of a hickory stick." Every modern psychiatrist knows that the happiness of children must be placed first in every school. All psychiatrists are urging that school teachers today become technicians of happiness. No longer is the bunch of switches the sign of a school master.

### A Glorious Youth throughout the Entire Year

Recently, February 2, 1937, the Assistant Principal of our Emerson School reported the following:

"Today a former Emerson boy returned after having been in school in Maine since September. He is in grade 2A. When asked about his program he said, 'We didn't have auditorium or gym or anything like that and we had the same teacher all the time.' I then inquired about special work or any different things that they did and he replied, 'A man came on Tuesdays and played games with us for half an hour. On Wednesdays a teacher came and gave us drawing and on Friday another teacher came and gave us music.' I asked whether they had 'recess' and he said, 'Yes, fifteen minutes in the mornings and fifteen minutes in the afternoons. There was no teacher in charge.' When asked what time he went to school and came home he said school opened at nine o'clock and dismissed at 3:30 and they had an hour for lunch. I said, 'Well, how did you like it?' and he answered, 'Oh, all right, but there wasn't anything to do.'

"While I was talking with Teddy and his mother he became rather restless and glanced toward the door several times, so, as I wanted to talk with his mother, I asked him if he could go to the doctor's office and on to his class without waiting for her. The only description that fits his movement is that he 'shot' from the room almost before the words were out of my mouth. His mother said he had been so eager to get back that he could scarcely wait although he was still tired from his long bus trip to Gary by himself."

Last spring (1936) in a sermon at Riverside Baptist Church, New York City, Reverend Harry Emerson Fosdick said:

"A learned man in medieval Europe said, 'A young girl should never play; she should weep much and meditate on her sins.' That of, course, is psychological insanity. To bottle up the play life of boys and girls or to pervert it to evil ends is to wrong them at the center of their characters with a hurt that nothing can make up for.

"Some of us look back on a glorious youth. When the springtime comes we remember it again. The boy is father to the man, and what happened to us as boys dug in our hearts the basic channels through which the deepest reactions of our lives still are flowing. Our play was right, and that has made a difference to all the succeeding years."

Unfortunately too many men remember the play of a glorious youth only in springtime. Such men forget that what a boy does during the fall, during the winter and during the summer digs in their "hearts the basic channels through which the deepest reactions of" their future lives will flow. The

Gary Schools are trying to give to children a glorious youth throughout the entire year. The Gary Schools in 1907 added work and play to the study school for the entire year and every day of the year. This new type of school from the very beginning held the children in school.

### Gary Schools Have Always Held the Children

In 1916 compulsory attendance laws did not keep children in school after 13 years of age. The General Education Board Survey (1916) of the Gary Schools ("A General Account", Appendix, page 248) shows that the Gary School enrollments were as follows in 1916:

| Per Cent Reported in:         | Ages |    |    |    |    |    |
|-------------------------------|------|----|----|----|----|----|
|                               | 10   | 11 | 12 | 13 | 14 | 15 |
| Public Schools                | 75   | 76 | 74 | 73 | 67 | 44 |
| Private and Parochial Schools | 22   | 20 | 23 | 22 | 13 | 8  |
| Not in school                 | 3    | 4  | 3  | 5  | 20 | 48 |

Here is a remarkable demonstration of the holding power of a new type of school. Including the parochial and private schools only 15 per cent of Gary children had dropped out of school during the first year after the close of the compulsory attendance period compared with 45 per cent reported by the Russell Sage Foundation Study (quoted on pages 60 and 61).

**Only 6 per cent, 73—67, dropped out of the Public Schools** during the first year after the end of the compulsory attendance age.

The accomplishment of this result, "the conversion of the army of failure into an addition to the army of success," was a great achievement of the Gary Schools.

Unfortunately in its "General Account" (page 177), cited above, the General Education Board said, "Still, the Gary Schools seem to be unusually successful in attracting children fourteen and fifteen years of age, who are beyond the compulsory attendance age, as they enroll 67 per cent of the former and 44 per cent of the latter." No part of the table quoted above from page 248 of the appendix was published in connection with this statement. No mention was made of the fact that the Gary Schools had only 73 per cent of the thirteen year old children. Therefore the reader would assume that the Gary

Schools had 100 per cent of the thirteen-year-old children and lost 33 per cent of them (100—67—33) during the first year after the close of the compulsory education period. The facts were, however, that the Gary Schools dropped only from 73 per cent to 67 per cent. The Gary Schools actually were holding the children in school. The Gary Schools were not losing half their children during the year following the end of the compulsory education period.

### **Gary Schools Meet the Needs of Children**

From the very beginning the Gary Schools have striven to keep children in school by making the school meet the needs and wants of children. The Gary Schools recognized the futility of trying to force children to fit the school and changed the school so that it (the school) fitted the child.

### **Only the Widest Use of Schools Can Give to City Children a Desirable Child World**

On page 63 I did not complete the statement of Harry Emerson Fosdick. Following the two paragraphs quoted, Dr. Fosdick continued and said:

"Now we walk the city streets and watch the boys and girls. Of course, we have a crime wave. We are making criminals faster than we can build the jails to put them in. It is estimated that out of every 100 boys in Manhattan, eighty spend their leisure time habitually upon the streets and that of all the things they can do upon the streets, 50 per cent are hostile to character and 20 per cent downright illegal.

"Put yourself in the place of those boys and girls upon the streets. This is a law-abiding universe. Do men gather grapes from thorns, or figs from thistles?

"Already there are families in this congregation who say good-bye for the summer. You are going out into the country the first of May. Your children are going to have fine play. Forgive me if I say to you almost fiercely, 'Do not dare leave this city without remembering generously those agencies that care for the boys and girls who play upon the streets.'

"We have our choice; we will support boys' and girls' clubs, playgrounds and summer camps, or we will support Sing Sing and then some more Sing Sings."

The schools of New York City have Father Knickerbocker's children only about 900 hours a year. There are 365 days in the year so that the schools have the children for  $900 \div 365 = 2$  hours and 28 minutes on the average for all of the days of the year. The churches, the public playgrounds, the libraries, the boys' and girls' clubs and the summer camps combined do not have the children for an average of ten min-

utes per day for each of the 365 days of the year. The streets have the children every day on the average for twice the amount of time that the schools and all of the other child welfare agencies combined have them. The streets have twice the time for destruction of character that all of the other agencies including the schools have for building character.

### **Boys' and Girls' Clubs Are Fine**

I am decidedly in favor of boys' and girls' clubs, playgrounds and summer camps. For over a generation we have been trying to solve the leisure-time problem of children by increasing the amount of time available for the streets and the non-school agencies. But these other agencies after fifty years' trial have not even made a beginning in using the tremendous amount of time of the children available to them. Two generations ago New York had a school day of six hours in place of four to five hours and a school year of 220 days in place of the present nominal 200. For each day of the calendar year the New York schools actually had the children an average of 3 hours and 37 minutes, in place of the present 2 hours and 28 minutes. Thus in New York the children have been turned out of the schools into the streets for an average of 69 minutes a day additional time when they already had entirely too much time there. The other agencies intended to occupy this time have never been able to use more than 10 minutes of the hours that they had before the school time was shortened. Therefore the other agencies did not need the time relinquished by the school. New York has increased the dangerous street time of children on the average 69 minutes for every day of the year by reducing the amount of time that her schools are open.

New York City had an average daily school attendance of 1,000,650 in 1934. In 1935 her total recreational attendance was 22,101,128 hours. (*Recreation*, June, 1936.)

If New York City were to lengthen her school day from five hours to six hours for a 200 day school year she would take 200,130,000 hours of her children's time from the street. How long will it take New York City to increase her traditional recreational attendance from 22,101,128 to 200,130,000?

## **Schools Are the Greatest Factors**

The schools are the greatest factors in creating a child world in the city wherein all children can be busy working, studying, and playing all of the time. **Then, in Heaven's name, why do we keep them locked most of the time?** Why do we limit their use to two hours and twenty-eight minutes a day on the average for each one of the 365 days of the year? Under such ridiculous conditions why are we forever lamenting that we don't have facilities for recreation? We have the facilities, but we don't use them. Dr. Fosdick should have said, "We have our choice; we will support . . ." **schools that are kept open so they can render the maximum service to our children and in addition, "boys' and girls' clubs, playgrounds and summer camps, or we will support Sing Sing and then some more Sing Sings."** During the past two generations we have been forced to "support Sing Sing and then some more Sing Sings" largely because we have not been permitted to use what we have and what is ours, viz., the schools. **Why not extend the plan that works?** Is it not about time that we checked up on what we have been doing or failing to do in providing leisure-time activities and located the trouble?

## **We Have Not Made Much Headway**

Is the answer to redouble our efforts and do still more of the things that have failed so miserably? **It certainly is not.** But that is exactly what is now being done. Taxpayers and some teachers are arguing that a school year of ten months is too long. Many cities have cut their school years to nine and a half months and out of this short year must come the numerous vacations. In some cities with a nominal school year of even 200 days (ten months) the schools are open only 174 days.

Indianapolis, Indiana, has a school year of ten months, but in place of 200 days their schools are open only 174 days. Should Indianapolis add 20 days to the length of time that her schools are open she would have 194 school days and there would remain 6 days for vacations. Twenty school days for children of six hours each is 120 hours per child. Indianapolis in 1936 had an average school daily attendance of 52,826. The total hours attendance during 20 days would be 52,826 x 120 or 6,339,120. These 6,339,120 hours would be taken from

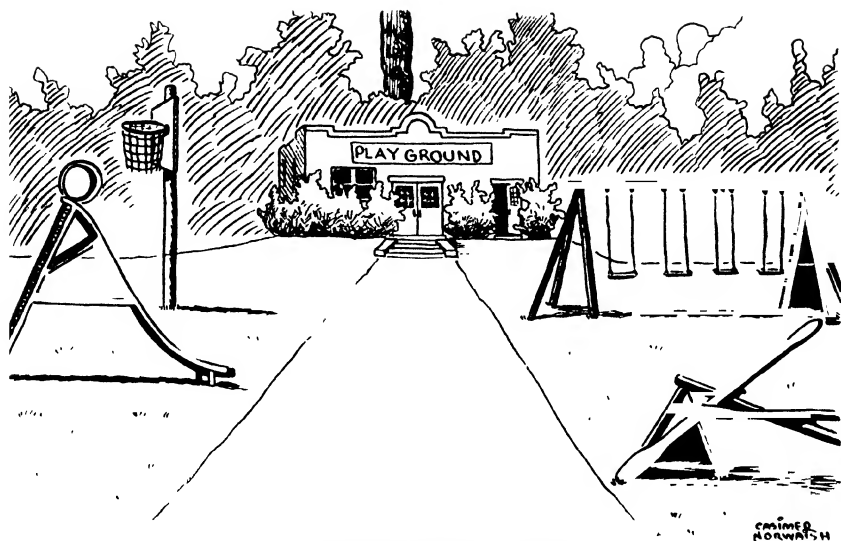
the dangerous street time. The June, 1936, number of **Recreation** gives the total recreational attendance (1935) for Indianapolis as 970,917. This recreational attendance can be increased sixfold by unlocking the school doors for an additional 20 days. How long will it take Indianapolis to increase her recreational attendance in special non-school recreational facilities sixfold?

Chicago has reduced her school term from ten months to nine. This loss of 20 days of five hours each is 100 hours per child. Chicago had a school average daily attendance (1934) of 439,127. By locking the children out of the schools for the tenth month, Chicago has turned her children into the streets for  $439,127 \times 100$  or 43,912,700 hours. Chicago has the greatest non-school playground system in the world and after 30 years of effort and millions of dollars expenditure was able to secure (1935) a total yearly attendance of 35,035,132 hours.\* Thus by closing the schools a month earlier Chicago has more than nullified her 30 years of efforts to remove her children from the city streets. But someone says, "When you close the school the children will go to the playgrounds in place of to the schools." The Chicago schools were open only nine months in 1935. The 35,035,132 attendance included the children going to playgrounds in place of to schools. It is evident that children do not go to playgrounds when schools are closed.

Critics admit that all of the enrichment of the Gary Schools should be made available for children—but they say that the school day is too long. When their attention is called to the fact that the facilities alone will not occupy the time of children unless there is time added to the school day so the children can use the facilities, then they answer, "place the facilities elsewhere and give the time for their use to agencies located away from the schools."

We have tried the plan of placing facilities away from the schools for over thirty years and it has failed. How long must we continue to waste our energy and our resources with a futile plan? Pray—how long are we to continue trying to "gather grapes from thorns, or figs from thistles?"

\*See Part II, Chapter VII, on "Chicago's Proportional Recreational Attendance Is Less than Ten Per Cent of Gary's."



Playgrounds Without Children



Children Without Playgrounds

## PLAYGROUNDS AWAY FROM SCHOOLS

### A PLAN THAT DOES NOT WORK

\*Casimer Norwaish is a student in our Tolleston High School.

## **A Plan That Works**

For thirty years Gary has been solving the leisure-time problem of its children by lengthening the time that they are in her schools. And at the same time Gary has given more than the usual encouragement to all of the other child welfare agencies. And the Gary plan has worked. Gary has had a child world wherein all children can be busy working, studying and playing for most of their time.

When two plans have actually been in use continuously for thirty years and one plan works while the other plan does not work, is it not about time to transfer efforts from the plan that does not work to the plan that does work? It certainly is high time that we do this simple thing, if we don't want to support Sing Sing and more and more Sing Sings.

At the beginning of this chapter we asked: "What does Gary do with the additional sixth and seventh school hours? Why does any school want such a long school day?" The answer is that fine school buildings, classrooms, libraries, laboratories, studios, auditoriums, playgrounds, and gymnasiums are in themselves not enough. In addition to the facilities themselves children must have the time to use them. Really all that the Gary Schools have been doing is to abandon the lock-out.

## **The School Lockout Is Serious**

The School Lockout is much worse than any of our other lockouts. It is so very bad because 60,000,000 persons have been locked out. It is terrible because the lockout has been permanent. It is frightful because these 60,000,000 children and adults have been locked out of the only facilities where they can be helped to become the best men and women that it is possible for them to be. And it is unbelievably bad because the burdens of taxpayers are increased by the lockout.

In order to appreciate fully just how bad this Great School Lockout is, one must do a little figuring. I know that figures are not attractive to the average reader, but let us try figuring here.

City X with a school year of 220 days of 6 hours each gives the child 1320 hours attendance in a school year. City Y with a school year of 180 days of 5 hours each gives the child only 900 hours attendance in school a year. Eight years in

the elementary school and four years in the high school gives a school life of twelve years. But with more and longer school days a year the school life of a child in City X is 45 per cent longer than in City Y.

Child in City X has 1320 hours a year for 12 yrs. which is 15,840 hours  
Child in City Y has 900 hours a year for 12 yrs. which is 10,800 hours

---

5,040 hours

In City X the child has 5,040 additional school hours which is 45 per cent more school time. In City Y the child must go to school for 17 years in place of 12 years in order to have a school life of 15,840 hours.

In City X the child who enters school at the age of six years will be 18 years of age when he has been in school 15,840 hours.

In City Y the child who enters school at the age of six years will be 23 years of age when he has been in school 15,840 hours.

No wonder the schools of America with all their fine efforts are not able to meet the demands placed upon them.

The average American citizen expects much from his schools. At the same time the average American citizen says that he doesn't consider it necessary for children to have as long a school life as children have in every other civilized country of the globe. America has the shortest school day and the shortest school year of any civilized country. In defense of their position such citizens will say, "Well, compare America with France, or Germany or England—are we willing to change places with them?" Of course we are not. But, if America had the natural environmental conditions of France, or Germany or England would we, with our school lockout, be able to do any better than these countries are doing?

### **Am I My Brother's Keeper?**

Some citizens contend that their own children are in the 20 per cent that is not in the city streets as stated by Dr. Fosdick. They argue that since their own children are not in the 80 per cent on the street why burden them with the problems of this unfortunate 80 per cent. In a democracy with the universal franchise, who will govern—the 20 per cent or the 80 per cent? Since the graduates of the school in the

streets will not, as a rule, contribute their share to the nation's income by their own productive efforts, they must be supported by those who do. There is, therefore, every reason why the parents of children in the 20 per cent should be doing something to help the 80 per cent in the street.

### As Others See Gary

The Russell Sage Foundation Report quoted was made in 1910. In July, 1911, **Hampton's Magazine** (page 55) published an article, "Keeping the Children in School" by Rheta Childe Dorr, author of "What 8,000,000 Women Want." It will be interesting to note her account of the Gary Schools made at practically the same date as the Survey of the Russell Sage Foundation from which we quoted on pages 60 and 61. She said:

"We are beginning to realize that our public school system, the very basis of American civilization, is not working as well as it should. It does not educate. The machinery is all there; fine buildings; trained teachers; compulsory attendance laws; books and paraphernalia. But there's a cog loose somewhere. The children leave school without having been *educated*.

"A survey of public school management has recently been made by the Russell Sage Foundation, a ten million dollar corporation which exists to study social conditions. The survey, which covered three hundred and eighty-six of the larger cities, reveals some startling facts..... But fifty-five per cent. progress above the fifth grade. Hold that in your mind for a moment. Forty-five per cent. of school children—nearly half—leave school barely knowing how to write their names, how to read primer English. Why do they leave?

"A little more than one fourth of the children finish the eighth grammar grade. Less than six percent. graduate from high school.

"Why?

"It appears that the majority of children do not stay in school long enough to be educated.

"Why?

"An answer to that question was sought in New York City three years ago by Miss Mary Flexner, attached to the Henry Street Settlement.

"Miss Flexner went behind these records. She visited the homes and interviewed both children and parents. And she found, in at least one hundred and fifty cases, that the children left school, not because they were needed for wage earning, but because they could not be induced to continue in their classes. In other words, they endured school only until they had reached the age of fourteen. Twenty-six of them failed to endure it that long. In the majority of cases the law abiding, patient youngsters 'did time' in school as long as the compulsory education law decreed. The restless minority sawed through the bars and got away before the expiration of their sentence.

"Here comes the queer part of it. A large number of those children were demonstrating the fact that it was by no means indifference to education which led them to forsake the classroom. More than one hundred of them were found in evening high schools studying stenography, bookkeeping, dressmaking, millinery, plumbing, cabinet-

making, bricklaying and other practical branches. Others were found at business colleges and trade and technical schools.

"The great mass of the children, of course, were not in continuation classes. They could not have been admitted had they applied, because their education was so meager, their mental development so poor that they could not have passed the entrance examination. The great mass of the children investigated were found working at unskilled trades, blind alleys of industry that lead to a nowhere of destiny.

"Conditions of this kind exist in every city in the United States. The educators realize it. They know that nothing except compulsory education laws, rigidly enforced, keep children in school.

"The educators know that children leave because they want a kind of training, or a kind of work which the schools do not supply. In desperation the school authorities are altering and adding to the curriculum. They are introducing manual training, trade high schools, organized play, recreation centers, athletic associations, school gardens. Still the exodus continues. What can be done to stop it?

"There is one city in the United States where they think they have found the answer. In Gary, Indiana, they have worked out a school system which solves the problem of how to keep children in school. They have simply devised means of giving the children the kind of education they want. Not what they think they want, but what they actually do want.

"In these public schools of Gary, Indiana, organized and controlled by William Wirt, superintendent, there is very little tendency on the part of the pupils to drop out at the age of fourteen. With little difficulty the schools retain their hold on the majority of the children until they reach the eleventh grade. The children stay in school because they want to stay, the only right and natural reason why they should.

"Not only do these Gary children go to school more years than the children elsewhere, they go to school more hours every day. They are in school from half past eight in the morning until four and five in the afternoon. On Saturdays part of the school plant is open from nine until five, and a large number of the children attend.

"The basis of Mr. Wirt's system is an intelligent acceptance of the fact that times have changed in the past generation, and that the town and the city home not only in Gary, but elsewhere, can no longer fulfill its original responsibilities toward children. There was a time when the moral and general training of children could be done in the home, and could hardly be done anywhere else. Because, at that time, the home was an industrial center. The children learned by doing. They formed habits which determined their whole future lives.

"For example, take the boy on the farm, his sister in the farm dairy. They worked until they were tired and the novelty of the task had quite worn off. To keep on working called for an exercise of will power. Exercising will power every day cultivates a strong will, a most essential part of character. The old-time domestic system of cooking, sewing, preserving, manufacturing, in the farm or village home, was highly educational because it formed habits of independent thinking, initiative, and industry.

"To have learned to *know* the right thing to do,' says Mr. Wirt, 'is not character, but to have *formed the habit* of doing the right thing is character.' When the home lost the opportunity for the industrial training of its children, it also lost its power for efficient moral and general character training, because these were inseparably linked with the industrial training.

"We are too prone to accept a situation, continue a system, cling to an ideal, long after it has served its purpose. Our school system, for example, is surrounded with conventionalites, the very meaning of

which has been forgotten. Why do we invariably have vacations in summer? Because two generations ago, when the schools were established, the children's labor was needed on the farm in the summer. Why do we dismiss children from school in the middle of the afternoon? They used to need that time before supper to 'do the chores.'

"In this day and generation, especially in cities, it is not only futile, it is criminal to allow children to run idle during three months of the year. It is, to put it mildly, dangerous to turn them into the streets from three o'clock until dark. This is Mr. Wirt's firm conviction, and that is why, in Gary, the children are kept in school from half past eight until four and five.

### LONG HOURS FULL OF WORK AND PLAY

"Please do not picture these youngsters at their desks during eight hours of the day. In the first place, no child in Gary has a desk. He has a locker where he keeps his outer clothing and his books. The desks belong to the children who happen at the time to be using them. Neither are the children kept at work during eight hours of the day. Most of the time they are usefully, happily, ideally just living, doing a number of things all children love to do, and ought to do, in order to acquire character.

"They live in a veritable Child World, a world in which there is plenty of work to do, but the work is so pleasingly mingled with play and exercise that no one is ever bored or wearied. About three hours each day are devoted to formal work in reading, writing, arithmetic and history. About three and a half hours each day are given to manual training, natural science, music, literature and formal gymnasium work. The rest of the time is given to free activities in the gymnasium, swimming pools and in the five-acre playground.

### EVERY GARY TEACHER AN EXPERT

"Perhaps the most remarkable, certainly the most unusual feature of the Gary Schools is the fact that every teacher is a special teacher, an expert. In other towns the specialist would be called a supervisor of singing or sewing or drawing, and her work would be teaching the overworked, downtrodden, much-enduring grade teacher to teach singing or sewing or drawing. The supervisor visits the schools at stated intervals and inspects the teachers' work. You can see how this operates. For three or four days before the supervisor of music visits the school, all study is neglected while the teacher gets the children up in music. For several days before the visit of the drawing supervisor the children cram on drawing. And so on. The supervisor has a fancy salary—as teachers' salaries go—and she is exalted above the common herd.

"The great disadvantage of this method is that the singing and the drawing and the sewing, reaching the children at second hand, do not penetrate very deeply into their young minds. The teacher is an amateur, she has the veriest smattering of the subjects, and she cannot impart any more than a smattering to the children.

"They do things better in Gary. The grade teachers teach reading, writing, arithmetic, geography and history, nothing more. Sciences are taught by specialists in science; music by music teachers; drawing by drawing teachers; vocations by vocation teachers. The children pass from one teacher to another all day.

"Can you see how a school conducted on these lines will naturally hold its pupils? It is not because the school work is varied with play, but because it is based on sound psychology. The children in the Gary Schools do exactly what they would do if left to themselves; they constantly use their hands, they experiment, they move around, they talk, they are personally and not vicariously busy all the time with things which invariably interest normal children.

"There is nothing in the world as busy as a healthy child. If you turn a child into the streets and alleys he is busy with gambling games and fights and all forms of malicious mischief. If you put him in the ordinary, crowded schoolroom, where most of the time he marks time with his studies which do not interest him, he is busy disturbing order. In a school like the Gary School his energies are directed into right channels and he is busy getting educated."

What was being done in the Gary Schools in 1911 that was not being done in the other cities? School buildings, grounds and equipment were not much better in Gary. But there were two fundamental things being done in Gary that were practically unknown in other school systems. First, Gary gave to its children time to use its school buildings, equipment and grounds. Second, Gary gave to its children teacher-leaders who were masters in their fields. Note that as early as 1911 Rheta Childe Dorr pointed out:

"In this day and generation, especially in cities, it is not only futile, it is criminal to allow children to run idle during three months of the year. It is, to put it mildly, dangerous to turn them into the streets from three o'clock until dark. This is Mr. Wirt's firm conviction, and that is why, in Gary, the children are kept in school from half past eight until four and five."

But twenty-five years later, 1936, Dr. Harry Emerson Fosdick said:

"Now we walk the city streets and watch the boys and girls. Of course, we have a crime wave. We are making criminals faster than we can build the jails to put them in. It is estimated that out of every 100 boys in Manhattan, eighty spend their leisure time habitually upon the streets and that of all the things they can do upon the streets, 50 per cent are hostile to character and 20 per cent downright illegal.

"Put yourself in the place of those boys and girls upon the streets. This is a law-abiding universe. Do men gather grapes from thorns, or figs from thistles?"

But Dr. Fosdick does not point out that, "It is not only futile, it is criminal to allow children to run idle during three months of the year (in reality it is 185 days out of 365 during the year). It is, to put it mildly, dangerous to turn them into the streets from three o'clock until dark."

You and I know that New York City will not be able to send her 1,000,000 children to summer camps even though that would be most desirable. You and I know that even though the children could be sent to summer camps the serious problems of providing wholesome activities for children would still be with New York for the remainder of the year. By all means let us get all the summer camps that we can. But the few camps that we probably will be able to get cannot solve more than one per cent of the problem.

If we are to make any progress in solving the remaining 99 per cent of the problem, it must be through getting a reasonable service out of our tremendous school plant, by opening its doors and gates for more than two hours and twenty-eight minutes a day.

### **Six Hour School Day and Chores Versus Five Hour School Day and No Chores**

Rheta Childe Dorr says that school days were short two generations ago because there were chores to do after school. The fact is that two generations ago nearly all cities had a six-hour school day **and chores**. Today these same cities have a four to five-hour school day **and no chores**. There is something else involved other than "We are too prone to accept a situation, continue a system, cling to an ideal, long after it has served its purpose." We have not continued a school system; we have established a lockout from a school system.

Dr. Fosdick said:

"Already there are families in this congregation who say good-bye for the summer. You are going out into the country the first of May. Your children are going to have fine play. Forgive me if I say to you almost fiercely, do not dare leave this city without remembering generously those agencies that care for the boys and girls who play upon the streets.

"We have our choice: we will support boys' and girls' clubs, playgrounds and summer camps, or we will support Sing Sing and then some more Sing Sings."

Many persons have the mistaken idea that Dr. Fosdick said that a generous support of summer camps will mean that all children in New York City will be able to "say good-bye for the summer" to the city streets. Dr. Fosdick did not intend to convey any such meaning. Many persons have the mistaken idea that Dr. Fosdick said that the support of a few boys' and girl's clubs and playgrounds will eliminate Sing Sing. Of course Dr. Fosdick does not believe that.

### **A Letter from Lewis E. Lawes, Warden of Sing Sing**

Following is a reproduction of a letter received during the summer camp season of 1936:

Note that the very few fortunate New York City children to be sent to summer camps are bidding good-bye to the city streets for **ONLY TWO WEEKS**, and in order to do this little summer recreational work for its children great New York must solicit help from small towns hundreds of miles distant.

Dear Mr. Wirt:

The application on the back of this letter is made by Maynard Goodman to go to Camp for two weeks; and because I am convinced of the good that he will derive from it I am concerned and anxious to see him off the streets this summer if only for two weeks.

This little chap not only gets a TWO WEEK VACATION at Camp, but also a full year's membership in the Forty-Eighth Street Recreation Center if you will sponsor him.

If I were not absolutely certain that this is the most effective of all the Crime Prevention moves for children I surely would not be so concerned about him, but two weeks at Camp followed by an organized program for the rest of the year at the Forty-Eighth Street Recreation Center will do more than years of corrective punishment.

Seven dollars a week or fourteen dollars for two weeks sends Maynard to Camp, where plenty of good food, fresh air and the guidance of capable counsellors will fortify him for the coming Winter. Will you please be so good as to return Maynard's application with your check if possible.

Sincerely yours,



Lewis E. Lawes.

BOYS' ATHLETIC LEAGUE  
70 Fifth Avenue, New York.

OFFICERS

Gustavus Town Kirby ..... Honorary President  
Dr. Carleton Simon ..... President  
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Arne E. Larson ..... Treasurer  
Warden Lewis E. Lawes ..... Advisory Council

Warden Lewis E. Lawes of the Sing Sing Prison says:

"If I were not absolutely certain that this is the most effective of all the crime prevention moves for children I surely would not be so concerned about leisure, but two weeks at camp followed by an organized program for the rest of the year at the Forty-eighth Street Recreation Center will do more than years of corrective punishment."

I keep coming back to the futility of trying to solve the leisure-time problems of children by providing facilities away from schools, in order to drive home an appreciation of a desperate situation. The public knows what needs to be done, but so far has not used the only facilities that are available for doing the job with the masses. Meanwhile, we are feeding our children to Sing Sing.

Two weeks in a summer camp is fine, but it is not enough. A membership in a Boys' Recreation Center is very much worthwhile; such centers should be encouraged in every way possible. My point, however, is that the meager facilities which New York City now has, or will be able to get, in Boys' and Girls' Clubs, playgrounds and summer camps will not provide recreational opportunities for more than FIVE per cent of her young people. The wider use of the school plant, with as much extension of present facilities as the community is able to finance, will provide recreational facilities for practically all of New York's young people. The spirit behind charities such as the giving of Christmas baskets is very fine and should be encouraged in every way. However, the donors of Christmas baskets should not think that they have solved by so simple a means the problems of the needy in our cities. Is it possible that we have the Christmas basket attitude toward the leisure-time problems of the city?

Children cannot become the best men and women if they must live in the unfortunate city environment 350 days in the year with the advantages of wholesome country camp life only 15 days in the year.

Flint, Michigan, is a good illustration of a city that found summer camps in themselves fine for children but utterly inadequate to solve the leisure-time problems of children.

In 1935 Charles Stewart Mott, a vice-president of General Motors, started a camp for underprivileged boys at a nearby lake. Mott was concerned because the boys had to come back from wholesome outdoor weeks at camp to miserable home and city life conditions. Frank Manley, director of physical edu-

cation in the public schools, suggested that the school plants, after school hours, be turned into club houses for children. Mott gave \$6,000 to try the experiment. During 1936-37 Mott gave \$20,000 for salaries of employees. The School City of Flint finances the cost of janitor service, light, heat and supplies.

### **Know So Many Things That Aren't So**

Mark Twain was very fond of the following statement:

"My ignorance has seldom gotten me into trouble, but I have known so many things that aren't so that I have always been in trouble."

This matter of knowing so many things that aren't so has brought us to a most serious situation. In his recent book, "The Shape of Things to Come," H. G. Wells pictures our civilization going into a decline that will reproduce during the next 100 years a period similar to that of the Dark Ages because men know so many things that aren't so. Of course we hope that Mr. Wells is mistaken. But he may be right. Would it not show wisdom on our part to check what we are doing in the fields of citizenship development and character building? If we are trying to gather figs from thistles, we are most certainly doomed to disappointment. We are also headed for frustration if we are trying to gather figs from fig trees, when we do not have the fig trees.

I hope that I shall not be misunderstood. There is, indeed, a vital place for the private leisure-time agencies. Private enterprise in boys' and girls' clubs, summer camps, and playgrounds has demonstrated that social changes have created a leisure-time problem for the masses in our cities. These private agencies have, with their limited resources, shown how the leisure-time problems of children and adults can be met. They have stimulated interest in such problems. They have educated governments to provide public facilities. Private agencies, however, with their limited resources cannot provide facilities on a very large scale. Government parks, playgrounds, art galleries, museums, libraries and music halls will always be needed. In addition to these, **the wider use of the schools is also needed.** The wider use of the schools plus boys' and girls' clubs, summer camps, playgrounds, parks, art galleries, museums, libraries and music halls can actually solve the leisure-time problem.

Note for page 81—Reproduced by permission of *Good Housekeeping*.



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Year round club-house home of camp director adjacent to camp and boy-made high-dive.

Gary has a greater number of children at non-school summer camps than other cities because the Gary Schools stimulate the activity of *other agencies*. Notwithstanding the unusual extent of the activities of *other agencies* in Gary, the Gary Schools are compelled to hold School Camps for boys and also for girls. The following is copied from the 1936 Annual Report of the Boys' Camp:

"Each successive season the natural tie-up of former school students' interest in the Gary School City Work-Study-Play Club Camp becomes more manifest. As the club boys grow up, instead of leaving, they bring dad, mother, and all the rest of the family to our camp. Sometimes several families and a bunch of the neighborhood youngsters come loaded in a big truck. In the course of the day the mothers brew a large pot of coffee and possibly warm up a big kettle of beans baked nice and brown and then serve their entire party at one of our camp tables. After lunch and a half hour in the shade or a game of kitten ball they go to the river for a swim or canoe ride.

"As the years pass on the older boys get married, yet continue to come, bringing their wives and babies to camp with them. This summer quite a group of these young married couples, when hubby's work shift permitted, were daily visitors at camp. Bathing, canoeing, fishing, hunting, skating, gathering around a camp fire to tell yarns; all are enjoyed as they come in season. His wife and baby daughter are almost constant companions. His father, too, has the out-of-doors hobby and can often be seen at his favorite sport, canoeing up the river casting for big mouth bass."


Following is the attendance for the thirteen weeks of the summer season only:

"Autos, 2,749; trucks, 213; motorcycles, 51; bicycles, 963; day campers, 8,485; all-night campers, 369; student attendance hours, 55,249."

The cost to the School City of Gary was \$550.00—one cent per student hour.

ad goes along to the Gary School Camp.

This is better than playing in the streets.



## **Some Persons Do Not See School Leisure Time Opportunities**

Warden Lewis E. Lawes, Sing Sing Prison, has "A Challenge to the School" in September, 1932, *Good Housekeeping*.

Warden Lawes says:

"The American School system, the finest and most comprehensive devised by man, has served the purpose for which it was originally planned. It has reduced illiteracy to a minimum. There is today hardly one citizen in forty who is unable to read; hardly one in thirty who can not write legibly. It has been a job well done, because that was all that was expected of our schools. And yet as we review the accomplishment of a century, one thing stands out in bold and sad relief. The splendid and costly educational program that has been the pride of our government through the decades has done nothing—I say this advisedly—nothing to mold the character of our people. Its insistence on scholastics has left no room for character training. There is no moral force in the classroom. In its zeal to build up a national ideal, it has overlooked the individuals that make up the citizenship of the whole. Its efforts have created a fertile and ever-growing circulation for sensational literature. It has been content with proficiency in major studies, but has neglected utterly the child's reaction to life's responsibilities. Agility of mind rather than broadening of vision and development of character has been the test of scholarship.

"There may be a sense of resentment at the temerity of penology in invading the field and scope of education. Yet there is a close kinship between these fields of endeavor. For the faults of education become the problems of penology. The failures of our schools and general educational methods are filling our juvenile homes, our reformatories and prisons. The seriousness of the situation becomes apparent when the records show, as they do in Sing Sing Prison, that the educational background of prisoners generally is higher today than in years gone by, and whereas formerly criminals were seldom graduates of public schools, having dropped out in the fourth or fifth grades, today the average prisoner boasts of a complete public school record and, in a great number of cases, has reached high school and even institutions of higher learning.

...  
"Our challenge to education is not with the rank and file of educators, but with the plan and scope under which they are compelled to work out their problems. . . .

"It is not my purpose to find fault with teachers or with the quality of their accomplishments. Educators, as a whole, are serious-minded people. The percentage of teachers who go wrong is so small as to compel us to look to other professions, mostly bankers, brokers, and lawyers, to fill the quota of inmate-teachers for our prison school. The fact remains, however, that here is a missing link between education and character, which our public school system has not been able to discover. In our emphasis on intelligence and brains, we often forget or neglect to detect the uses made of both . . . . .

"A check-up of the so-called backward pupils will show that, while they are less responsive to book learning, they are generally more adept than their more nimble-minded fellow students in ordinary lines of workmanship. And yet most schools have nothing to offer this class of pupils except the low mark of scholarship that means disappointment and failure—a state of mind that leads to indifference. It is this indifference that finds expression in truancy and later in delinquency. . . . .

"Yet I would not have the school supplant or replace the church. The church, a term which I use in its widest sense, and the home have

their respective spheres of influence in the shaping of character and, consequently, on the problem of delinquency. The school must supplement their efforts. The scope of our system of education has been too narrow. It has concerned itself almost exclusively with language as the basis for the melting-pot theory of American development. The result is that we understand what the child talks, but are unable to grasp his thoughts, his inclinations, his inherent and native preferences.

"If the school is really to mold the character of America, it must mature from mere scholasticism to socialization. It can not be content with gauging mentalities and measuring brain power, but it must concern itself with the adaptation of each to such purposes in life as shall provide a normal and logical outlet for the peculiar and particular personality involved. . .

"If these mean anything, they certainly indicate the necessity for preparation for definite vocation in life. Academics may be all right for pupils with a natural inclination for scholastics or professions, but public and high schools must remold their scope so as to include practical vocation training for the manual-minded. . .

"A fact little understood by the student of social service is that the introduction of the truant school and juvenile reformatory has done more to create professionalism in crime than any other agency in American life. . .

"To carry out these programs, so essential to the prevention of crime and the well-being of our national ideals, is to broaden rather than restrict the scope of our school system. It can not be accomplished merely by adhering to the traditional and scanty three-R formula. The necessity for widening the scope and influence of our public schools may require larger instead of restricted appropriations. Yet there will be a satisfactory balancing of budgets. For there will be less need for juvenile corrective institutions. . .

"In the confusion of the hundreds of research bureaus which have undertaken to seek the source of crime, much attention has been given to analyzing the criminal. Who and what is he? What are his antecedents? His educational background? His religious inclination? And a hundred other characteristics. As I read the reports that accompany newly-admitted prisoners to my prison, I see clearly the negative personalities. I see what they are not. And most of them are not adequately trained for life. They received no encouragement to develop their individual and intimate talents. They have no sense of social responsibility. They were not taught the satisfaction, the contentment, and happiness that comes with honest toil. In correcting these faults, the school must play its part. It must find the missing link between education and character. . .

"Our boys and girls of tender years yield to sympathetic guidance rather than to oppressive, harsh, and impersonal measures. Let us furnish the light, the warmth of helpfulness, and provide the opportunities. They, too, will follow in unconscious and respectful obedience. It will bring happiness to them and security to our race."

Even in 1932 Warden Lawes "challenged" the school because it had not added vocational and manual training to its study program. The same "challenge" has been hurled at the school over and over again for a generation. Why are we not making more progress? We are not making progress because the schools have the children for so little time that there is only enough time in school for study. Taxpayers have

added to the study school quite a little equipment for teaching children to work with their hands. But the schools WILL NOT give to the children time to use the facilities provided. The children are locked out.

Let us illustrate this vital situation by a concrete, typical example. Indianapolis has two of the finest manual training and industrial high school plants in the world. But the students of these fine schools are permitted to use the facilities only 169 days out of the 365 in the school year and then for less than six clock hours a day.

Man needs recreation. The taxpayers have added to the study schools facilities for recreation. But the schools will not give to the children time to use these recreational facilities. Children and adults are locked out. In his "Challenge to the Schools" Mr. Lawes does not discuss the availability of the school for recreation. Mr. Lawes says:

"There is a missing link between education and character, which our public school system has not been able to discover. In our emphasis on intelligence and brains, we often forget or neglect to detect the uses made of both."

Rheta Childe Dorr said:

"It does not educate. The machinery is all there; fine buildings; trained teachers; compulsory attendance laws; books and paraphernalia. But there is a cog loose somewhere. The children leave the school without having been *educated*."

Rheta Childe Door pointed out twenty-five years ago that the Gary Schools had discovered "the missing link between education and character"—the "cog loose somewhere." That "missing link," that "cog loose somewhere," was the failure of the school to permit children to use the school as they want to use it—not **what adults** think the children want—but what children actually do want. The child wants an activity school. Adults want the child to have a sit-and-listen school. Children want more time in school for doing things. Adults do not understand children. Adults do not know schools. Adults do not understand the leisure-time opportunities in schools.

We cannot emphasize too often and too strongly the fact that many parents actually do not want children to be happy in school. They want their children to be **disciplined** by being made unhappy in school. They say that in Gary the schools are turned over to the whims of children. Parents, too, know so many things that aren't so. Mr. Lawes is right when he

says "Our boys and girls of tender years yield to sympathetic guidance rather than to oppressive, harsh, and impersonal measures. Let us furnish the light, the warmth of helpfulness, and provide the opportunities. They, too, will follow in unconscious and respectful obedience. It will bring happiness to them and security to the race." Many parents do not believe this statement. Even today in Gary we have parents who want their children flogged in school.

### Two Excuses for the Lockout

The schools are locked up because teachers, librarians, playground directors and school administrators think that their burden which is already too heavy will be increased still further. These persons also know so many things that aren't so. Burdens for teachers, librarians and playground directors will actually be reduced by securing a school that children want. §

The schools are locked up because taxpayers think that it will increase their taxes to keep the schools open. Taxpayers know so many things that aren't so. Their school taxes will be reduced by securing a more efficient use of their tremendous school plant.\*

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§See Part II, Chapter XII, "Burdens of School Administrators and Teachers Are Not Increased."

\*The official reports of the Indiana State Department of Public Instruction give the following cost data for the school year of 1935-1936:

| City         | Cost per pupil | Days school | School hours<br>per day |
|--------------|----------------|-------------|-------------------------|
| Indianapolis | \$94           | 174         | 6                       |
| Terre Haute  | 93             | 175         | 6                       |
| Evansville   | 89             | 174         | 6                       |
| Hammond      | 89             | 175         | 6                       |
| South Bend   | 87             | 174         | 6                       |
| East Chicago | 84             | 185         | 6                       |
| Fort Wayne   | 83             | 185         | 6                       |
| GARY         | 82             | 185         | 7                       |

Included in item for Gary is the cost of evening school enrolling 6,534 adults, summer school enrolling 14,382 children, Saturday school enrolling 16,210 children and the unlimited "wider use of the school plant" by all citizens. The other cities expended practically nothing for such services.

Note that Gary is lowest even when these extra costs are included.

Also see Part II, Chapter VIII, "Chicago Recreational Cost is \$0.075 per hour while Gary's cost is only \$0.004," and Chapter IX, "Regular School Costs as Well as Recreational Costs Are Reduced in Gary."

The taxpayers themselves are to blame. After they have provided funds for the needed facilities they hesitate to provide the funds necessary for their operation.

Many times I have heard taxpayers say, "Teachers should get money for schools from somewhere else. Taxpayers cannot provide the money for schools." The following editorial is from the **Indianapolis News**, March 11, 1937:

#### YOUTH COUNCIL

"In discussing the problem of juvenile delinquency before the Indianapolis Council of Social Agencies, Superintendent Stetson, of the city schools, emphasized again that the primary responsibility for character training and discipline begins and ends in the home. In this task the school system is willing to engage to the limit of its facilities and abilities, but, as the superintendent said, the schools should not be asked or expected to assume all these duties.

"Social agencies know that some boys and girls receive no training of value in their homes. Left to their own devices, the children of such families will seek their own forms of recreation and frequently will get into trouble. If society does not decide to ignore the problem it must do something toward solving it, and for that purpose Superintendent Stetson suggested the organization of a council of youth, with which all social agencies might co-operate.

"If funds were available, the superintendent believes the public school buildings and grounds might be ideal recreational and vocational centers for boys and girls who are not regularly enrolled in school. 'If our school buildings, in strategic localities, properly supervised, could be opened five or six nights a week from October to May,' he said, 'and if our playgrounds similarly located and properly supervised, could be opened to the young people during clement weather, an important step in checking juvenile delinquency would have been taken. Unfortunately there is no money for such purposes.' Lack of funds may be a temporary obstacle, but if the plan is worthy it seems probable that the money could be obtained from foundations, through private solicitation or from one of the federal agencies that have shown an interest in youth training."

Apparently the idea has never occurred to the **Indianapolis News** that Indianapolis taxpayers are now overburdened because they do not secure a wider use of their schools. I wonder why the News does not suggest that while the Indianapolis teachers are taking up a collection they also give an ice cream supper to raise the money.

How long will such cities continue putting the dollar ahead of the child? Especially when it is costing the taxpayers of such cities more taxes to do so. The way out is not to place the burden upon the teachers to find more dollars. The way out is to use the present schools so that the present dollars are adequate.



These children are helping the librarian in one of the Gary Public Schools by preparing magazines for use, mending books, and replacing books on the shelves. Innumerable opportunities are provided for student activities in the library when the libraries are where the children are.

## Chapter IV

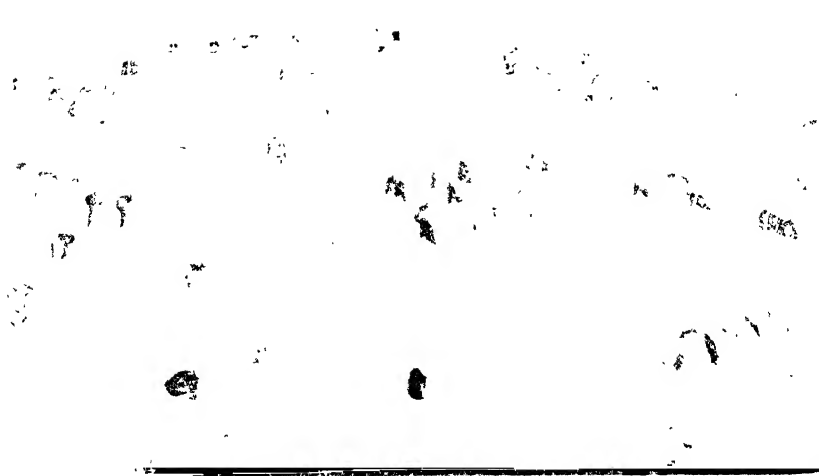
### LEISURE-TIME PROBLEMS CAN BE SOLVED BY SIMULTANEOUS OPERATION OF ALL CHILD WEL- FARE FACILITIES

MANY TIMES I have, during school hours, visited public playgrounds and schools in other cities. Of course, the public playground was idle. Many times I have asked the director of the public playground why he did not cooperate with the school. The answer has always been, "We do cooperate with the school." Then I would ask, "How do you cooperate with the school?" The answer has always been, "If a boy comes onto the playground during school hours, we drive him off because he is playing hooky from school."

This attitude is not strange because most public schools do the same thing on their own playgrounds. A boy on a school playground during classroom school hours is playing hooky from school. In Gary the playgrounds are full of children every hour of the longer school day and no child is playing hooky from school because he is on the playground when he should be there—even though other children are in the classrooms. Cooperation with the school in Gary means that the playground carries a full load of children simultaneously with the classrooms. Under the Gary Plan the school classrooms will be in use eight hours. But no child need be in classrooms for more than four hours. He needs an hour for luncheon, an hour for his auditorium period, an hour for shop or band, and an hour for play or library.

A school with its playground in use all day long is such an unusual sight that newcomers to Gary, who see only the outside of Gary schools, invariably jump to the conclusion that all that children do in the Gary schools is "play all day." To such persons the Gary school program is all recess. Such persons do not understand that each hour there is a different group of children on the playground.

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The Robert Treat School playground, Newark, N. J. Under the platoon plan, some children are working and playing while others are studying. Therefore, school playgrounds and city playgrounds near schools are in use every hour of the day by different groups.—*From the Platoon School.*

Every child has the complete use of the school plant throughout the longer school day in a happy blending of academic work, hand work, art work, play and other creative activities. But only half of the children are in the classrooms at any time. Therefore, Gary needs approximately only half the number of classrooms and only half the recreational facilities that the conventional (Chicago) plan needs.

Essentially the Chicago Plan means that no other child welfare facility can be occupied when the school classrooms are in use. Essentially the Gary Plan means that by lengthening the school day so that leisure time is provided in the school for the use of leisure-time facilities, all child welfare facilities can be operated simultaneously.

### Recreation in Chicago

In 1903 Chicago astounded the other cities of America with a bond issue of \$5,000,000 for public playgrounds and field houses in its South Park District. Five million dollars then was the equivalent of \$15,000,000 now. When these playgrounds were opened in 1905, President Theodore Roosevelt said that "it was the most notable civic achievement of any

city in America." Since then Chicago has expended large sums for public playgrounds and field houses which have been extended over the entire city. Chicago now has by far the finest public park playground system of any civil city in the world.

Therefore, Chicago is one of the best examples of the plan of attempting to make the city a good place for rearing children by having all children in school work five hours where the children are and then after school providing additional facilities for children where the children are not. Chicago is one of the best examples of the conventional plan of operating schools and recreational facilities separately.

Because of state attendance laws, the schools in Chicago can and do compel all children to be in school when the schools are in session. Therefore, no other child welfare agency can be in operation when the schools are in session. As Gary sees it, the schools in Chicago prevent the effective operation of the other child welfare facilities because these other facilities cannot get the children during the time and under conditions that make work with them possible. The Chicago school insists upon having every child in a school seat when the tardy bell rings and in keeping him there, practically, until the school day closes. A school seat for every child has been the universal school slogan. As a result children, as a rule, do not have anything in school but school seats. Therefore, children can do in school only those things that can be done in school seats and in rooms seated with school seats and, as will be shown later, Chapter VII, they do not use the facilities provided for them elsewhere.

### **Clearing House for Child Welfare Activities**

Gary is a good example of the plan of operating schools and recreational facilities simultaneously. Because of the state attendance laws, the schools in Gary compel all children to be in school classrooms when the schools are in session for these particular children. Since under the longer school day children are in the school classrooms only half the time, all child welfare facilities other than classrooms can be full of children during the time that the classrooms are full of children. The Gary Schools are able, because of the power given to them by the state attendance laws, and by their longer



Swimming pool at Tod Park, located near the Roosevelt Junior-Senior High School, East Chicago, Ind. The flexible program of the platoon school makes possible the use, during the school day, of existing child welfare facilities near school buildings.—*From The Platoon School.*

school day, flexible program and simultaneous operation of all facilities, to serve as clearing houses for child welfare activities—provided the other child welfare facilities will take the children where the children are.

#### Chicago and Gary Plans Contrasted by Federal Government Publication

In 1925 the Federal Department of the Interior published "The School as the People's Clubhouse" by Harold O. Berg, Director of the Cleveland Recreation Council.

On pages 1, 2, and 3 of this publication is the following:

"School control of recreational activities means municipal economy. School boards have many buildings and playgrounds now under their control. These schoolhouses are usually in the neighborhood centers from a geographical standpoint. By a comparatively small expenditure of money the schools can be made adaptable for the uses other than purely educational, and thus become the focal points of the neighborhood from a civic community standpoint. New schools can and should be planned for a wider use, thus saving future expenditures for alterations. If the school playgrounds are too small, it is cheaper to enlarge them than to purchase new sites to be used for playground purposes only.

"Much can be learned from the history of community center development in Chicago. Twenty years ago the citizens of Chicago asked the board of education for the use of the schools for recreational purposes. *It was refused.* Upwards of \$20,000,000 have been spent since then in erecting separate buildings for such uses, in the form of costly field houses and bathhouses.

"A few years ago the president of the West Park commission said, in his annual address, that the policy of special buildings in Chicago should be abolished, and that he believed it municipal economy to use the schools.

"Recently the playgrounds of the recreation commission of Chicago, 57 in number, were placed under school board control. This is quite significant, when one realizes that Chicago has been the outstanding exponent of separate commission control.

"A well-rounded program in play does not consist wholly of games. Many children enjoy handwork, such as sewing, cooking, and manual training, during their spare time. The school has the equipment for these activities. Besides, it also has the necessary rooms for gymnastic dancing, dramatics, vacation clubs, rainy-day activities, and other essential features of a playground program. No playground is properly equipped if it does not have toilet and drinking facilities, which facilities are always found in a school building. Many schools now contain shower baths, which are valuable adjuncts to a playground.

"School authorities are more liable to lay greater stress on the educational values of directed play than other city boards. In too many playgrounds in this country children play just for the sake of playing, the authorities in charge failing to realize that the two great outstanding values of directed play are the moral and social education of the child. Even the physical and mental values of directed play are lost sight of in the great desire to have children play for fun only.

"School boards already have charge of the physical education of children. Since so much of our recreation activities are physical, it is but logical that the school board control of playgrounds and community centers will bring about a richer, fuller, and more ideal program of activities.

"Schoolhouses are primarily located so as to be the approximate centers of the many units of child population in a city. Any municipality contemplating the organizing of a playground system should give first consideration to the school yards. If they are found to be insufficient in size, they should be enlarged before new and separate sites are purchased.

"A school facing south guarantees good light to the majority of the classrooms. The school's position in the south part of the site forces the playground to the rear or north of the school, where it logically belongs. The building thus furnishes some shade for the playground. The playground being located at the rear of the school in no way mars the architectural beauty of the school, as so often happens when a school is placed in the center of a school site and completely surrounded by a graveled playground. This position of the school permits of grass areas and flower beds to the east, south, and west of the school. The grass plots are thus distinct from the playground and eliminate the difficulties so universally encountered in trying to keep the children from playing on the grass next to a school. The location of the grass plots also guarantees sunlight at some time during the day to the growing grass and to the flowers and other vegetation which may be planted in these areas.

"A city to be thoroughly served should have a playground within one-fourth mile of every child. Since the radius of the district served by many schools is more than one-half mile, the radius suggested would

mainly serve the larger boys and girls, and it may be necessary to purchase some sites separate from school buildings for the very small children who will not attend a playground at even one-fourth mile distance. It is these little people who do play in the streets in large numbers and give us many of our traffic problems."

The reader should check the argument in the preceding paragraphs with the general view of the Froebel School shown on pages 56 and 57.

Note that according to the publication of the Federal Government when the citizens of Chicago asked their Board of Education for the use of the schools for recreational purposes **the request was refused**. The publication does not point out, however, that at that time the demand was that the schoolhouse be turned over to citizens outside of school hours without any supervision whatever by the educational authorities. At that time, and consistently since, most of the groups back of movements for the "community use," or "wider use" of schoolhouses have demanded the possession of the school buildings without supervision by the school authorities. The argument is that school boards, teachers and principals are not competent to supervise the use of their own buildings for recreational purposes.

The writer admits that it is true that many school teachers and principals will not use their buildings for recreational purposes and at the same time they will not permit others to use them. The writer does not criticize the Board of Education of Chicago for refusing to turn its school buildings over to outside organizations **without supervision**. This plan has been tried over and over again and it has been proved beyond question that the use of any building as complicated as a school building must be under one management. Special provisions must be made to avoid conflicts due to the use of the same facilities by many groups. (See Chapter IX.)

The writer does, however, criticize any school board, group of school teachers and principals for not extending the use of their school buildings under their own management. Here is a clear line of demarkation between the Gary Plan and the Chicago Plan. Gary teachers extend the use of their own buildings under their own management; Chicago teachers do not.

WEDNESDAY, JUNE 30, 1937

## 'School's Out', But 13,000 Gary Pupils Continue Work

**Summer Class Enrollment Expected to Reach  
14,000 in 14 Schools of System; Children to Make  
Up Deficiencies, Obtain Advances**

School's out in Gary, the record shows, "not to reconvene until Tuesday, Sept. 7," the day after Labor Day.

But that's a half-truth.

Actually, more than 13,000 children and young people—compared to the approximate 21,000 who attend school during the regular fall and winter term—were pursuing studies in 14 schools here today, and indications were that the number might closely approach 14,000 before the end of this week.

Gary's summer schools convened Monday, and the enrollment figure already has reached 13,144, according to a report from Miss Bernice Bagula, director of mathematics and commerce, who is in charge of the program.

vorably at 85 percent with the percentage for the second semester of the regular school year just closed, which was 88 percent.

*Gary Post-Tribune*

Gary has seven swimming pools in its school buildings. They are open eight hours during day day-time—including Saturdays. They are open two hours evenings, and they are open during the summer.

and same 4th of July day.  
—MRS. HERBERT K. MCGUIRE.

### FROM GRATEFUL MOTHER

Editor Post-Tribune:

Being the mother of a 10-year-old daughter and knowing that school would soon be out, I was wondering what I could arrange to occupy her leisure time. We live in an apartment and there is no place for her to play.

This problem was soon cleared as we learned of the morning and afternoon swimming classes at school. She spends two hours morning and afternoon swimming.

I don't think most of us are appreciative enough of the fine advantages our children receive, thanks to Gary's splendid school system. Nowhere in the country will you find better opportunities.

—GRATEFUL.

BULL'S EYE BY "HOMER LUTY"

ISABEL BARING HOUGH.

## MAYOR SUGGESTS USE OF SCHOOL POOLS IN SUMMER

Mayor Kelly yesterday suggested to the board of education that it allocate money to operate swimming pools during July and August in schools at some distance from the lake. Thirty-five schools have pools.

"I am interested in the children of every neighborhood," Mayor Kelly said, "and I hope that these school pools may be made available for this use during the hot weather." Chief Engineer John Howatt of the school board said the cost of operating a pool would be about \$600 a month, including \$300 for a swimming instructor, \$130 for a janitress, and the expense of heating and sterilizing water.

Fourteen beaches and forty-eight pools were opened yesterday by the Chicago park district. About 240 life guards will be on duty at them.

## Lure of Roaring Engines Leads Boy to His Death

Philip Tanes, 4½ years old, 7230 Wentworth avenue, liked to watch roaring locomotives. While

Alexander 11

The Chicago Tribune, July 2, 1937

Note that the 48 swimming pools in the Park System were not opened until July 2. The schools in Chicago had been closed for a month, because Chicago has only a 9 months' school term. Remember that in Gary not only the seven swimming pools but also every other school facility has been and is open all of the time.

The Gary Park System has one outdoor swimming pool open during the summer. Chicago has 35 indoor pools in schools open about 170 days out of 365. The 48 pools in the Park System of Chicago opened July 2nd are outdoor pools. Chicago has 32 times the population of Gary. A proportionate number of swimming pools in Chicago would, therefore, be  $8 \times 32 = 256$ .

In 1905 Chicago began the operation of a separate set of buildings and playgrounds for recreational purposes because the school board, teachers and principals would not give to Chicago the wider use of its school plant under their own management and would not permit any other organization to take over the school buildings after school hours and give to Chicago a wider use of its school buildings.

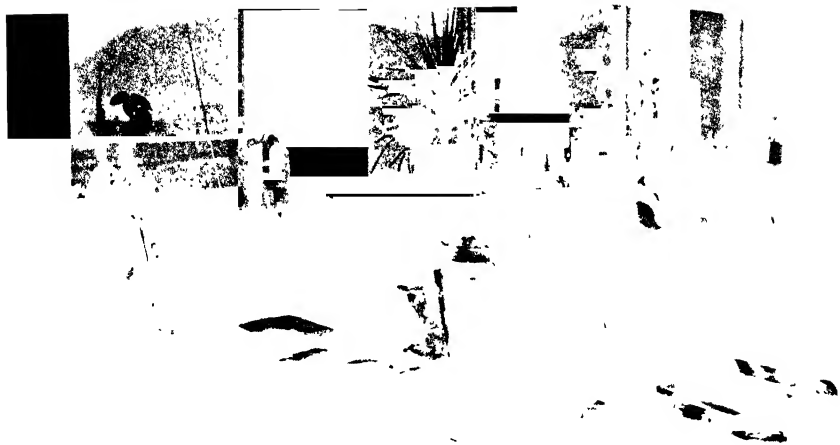
In 1907 the Gary School Board, teachers and principals put into operation the plan of giving to Gary the wider use of its school plant under school management.

The 1925 publication of the Federal Government emphasizes that the proposed People's Club House in the school building should be under school management. My contention is that it MUST be under school management.

It should be noted, however, that the wider use of the school plant under school management does not mean that the schools are trying to monopolize the time of children. In place of monopolizing the time of children the wider use of the school plant in Gary actually does the reverse. In Gary the schools solicit the other child welfare agencies to help occupy the time of the Gary children.

The girl in center (dark sweater), though not scheduled to the library this semester, comes in to read during the noon hour. She has discovered "Winnie-the-Pooh," which she started to read to the boy at her right. Two other youngsters joined them to see what the fun was about. With libraries where the children are it is possible and natural to use them often when they would not be used if they were where the children are not.



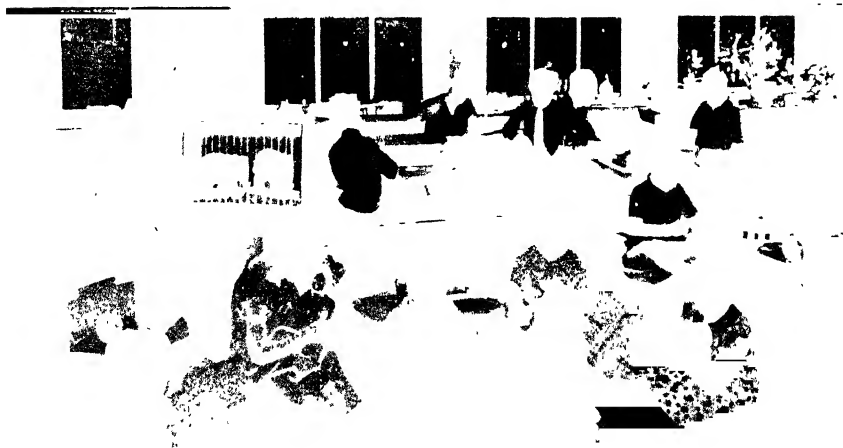


In the nature study rooms of the platoon school, like this one in the Helen Hunt School, Colorado Springs, an atmosphere is created in which children learn to observe and to think for themselves through first-hand contact with nature. Children have something more than school seats.

—*The Platoon School.*

### Why Not Change the School?

In this Community Activity Room for primary children, Beechwood School Pittsburgh, Pa., equipped with occupation tables and chairs, work benches, tools, and materials, girls and boys plan, build, make, and dream all sorts of projects. The school has been changed.—*Platoon School*



# Chapter V

## GARY PLAN HELPS ATTENDANCE IN OTHER CHILD WELFARE AGENCIES

THE GARY Plan welcomes the opportunity to permit children to attend other child welfare agencies during the time that classrooms are in session. Can the Gary School Plan help other child welfare agencies? Does the Gary School Plan help other child welfare agencies?

The Gary Plan was organized in the Gary Schools when the town started and has grown up with the city over a period of **thirty** years. Therefore, you cannot cite in Gary illustrations that are startling because of sudden changes in the method of operating child welfare facilities. For this reason I want to use as an illustration the working of the Gary Plan in another city.

### Boys' Club

About twenty years ago a school building in the city of Troy, N.Y., burned. The children from this school were transferred to the already crowded neighboring school. This neighboring school had only one gymnasium. The combined schools, reorganized on the Gary Plan, had about 1,800 children. The large enrollment made it necessary to secure another gymnasium.

A few blocks from the school was a boys' club with a fine gymnasium and two full-time instructors. These instructors offered to take complete charge of all of the boys (900) in the reorganized school, and they did. Every school day every boy went to the Boys' Club for an hour of physical education and play. The school gymnasium was thus made available for the girls of the school.

The length of the school day in the reorganized school was increased 20 per cent in order to provide the hour daily for gymnasium work and play. This gymnasium and play period was not made obligatory. **The daily class-work hours**

for teachers remained at five and no extra teachers were employed. The hours for children were increased from five to six. The hours for teachers were left at five. The formal class-work hours for classrooms were increased from five to seven. Under the Gary Plan teachers, pupils and classrooms do not have the same number of work hours.\* (See Chapter IX.)

In what way did this plan increase the efficient use of the Boys' Club?

This Boys' Club was built by a philanthropic citizen and then given to the city. This citizen also endowed the Boys' Club so that it had an ample income for its complete operation. It had everything necessary, but the boys. The school gave it the boys. Alone, the Boys' Club could not secure boys.

I am aware that the statement that this Boys' Club could not secure the boys may be questioned. The fact is that the Boys' Club did get a membership of 1200 boys, but it did not get more than 200 boys into its activities. Since the Boys' Club was heavily endowed, it did not need to charge a membership fee. However, it was considered advisable to charge an annual membership fee of twenty-five cents so that the boys would have a greater appreciation of their membership. Every year the community had a membership drive and under the stimulus of this drive the 1200 memberships were secured. But there was no drive in the community to secure attendance in the Club by the membership. The re-organized school on the Gary Plan supplied this attendance drive automatically.

In place of the 200 boys of all ages who were irregularly using the facilities of the Boys' Club there were 900 boys using these facilities regularly every school day, and in age groups of a reasonable size. The several age groups moreover were made up of the same boys every day.

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\*In Gary the teachers have a *six-hour day* which is the *established school day* for the *State of Indiana*. The children have a school day of seven hours and classrooms have an eight-hour day.

In Platoon Schools teachers do not have the same length of day that children have even though no extra teachers are employed. With the number of teachers averaging only one teacher per school class, teachers have a five-hour day with a six-hour day for children, or a six-hour day with a seven-hour day for children. (See Chapter IX.) It is not advisable in reorganizing a school on the platoon plan to lengthen the school day more than 20 per cent at first. Of course, the length of the school day for teachers can be shortened by employing more than one teacher per class.

Of course the two instructors were able under the new conditions to make the activities of the Club so attractive to these boys that they not only wanted to come to the Club when the school gave them leisure time to do so, but these same boys wanted to come back to the Club after school hours. These 900 boys had learned to feel at home in this Club; they had formed the habit of enjoying its activities and they had learned to look up to the Boys' Club leaders as their heroes. No wonder they continued to use the Boys' Club facilities after school hours. No wonder that under the Gary Plan the extensive use of recreational facilities in the Boys' Club **during** the longer school day actually increased the use of these same facilities **after** the longer school day.

Really there is nothing startling about the Troy, N. Y., Boys' Club experience. Any school anywhere can send its children to neighboring child welfare agencies. But the school must first provide the time in its program. In Troy the school day was lengthened 20 per cent. Second, the school must arrange its schedule of classes so that the sending of children regularly elsewhere will not interfere with the regular schedule of classes. That is the way the Gary Plan organized the school program in Troy. Third, the neighboring child welfare agency must take the children. That's what the Boys' Club officials in Troy were glad to do. These three provisions are the very essence of the Gary Plan. Any school can make provisions numbers one and two and so make it possible for all child welfare agencies to be in operation simultaneously. Fundamentally that is all that there is to the Gary Plan. Any school can, therefore, be a Gary School, because, if other child welfare agencies will not take the children, the school itself can provide the facilities in its own building. And it should be noted here that the school can add these additional facilities to its own plant and save the taxpayers' money. (See discussion on costs, Chapter IX.)

Someone says, "Oh Shucks! Whenever a school building burns the school administration rents quarters wherever it can find them until the school building can be rebuilt. There is nothing unusual about the gymnasiums of the Troy Boys' Club being used by the school in such an emergency." **But there is a real difference.** In Troy the accommodation of the 1200 children in a neighboring school was planned so

that these 1200 children got a much better program than the one that they had before the fire. These 1200 children should have been given this better program without waiting for a fire **THOUGH A SCHOOL BUILDING MIGHT HAVE HAD TO BE ABANDONED.** Moreover the school children in the school building that admitted the 1200 children got a much better program for themselves because they admitted to their own school these children. They should have admitted these children without waiting for a fire so that they could have made possible a better school program for themselves. We need fewer school buildings and better ones.

Unfortunately many cities have adopted the Gary Plan in order to meet an over-crowded situation in their schools. Therefore many persons imagine that the primary purpose of the Gary Plan is to accommodate two schools in one. That is not true! The primary purpose of the Gary Plan is to give to all children a finer school life.

The adoption of the Gary Plan in Troy made the rebuilding of the school plant destroyed by fire unnecessary and, in fact, **UNDESIRABLE.** If Troy had rebuilt the school building so that the children of both schools could have gone back to the conventional school program of five hours, the school children would have lost the finer school program.

The school administration did not pay the Boys' Club any rental for the use of their gymnasium nor for the use of the two gymnasium instructors. And the schools did not supervise the Boy's Club instructors. The Boy's Club profited by having the children, then why should any one pay the Boys' Club for the privilege of helping it?

Of course the schools saved the cost of building and operating a gymnasium; the schools saved the salaries of two gymnasium instructors, and the schools saved the cost of another school building. **But the important thing was that Troy saved her children!** The children of both schools got a finer school program and 20 per cent more time for the work of this finer school program. The children were kept in school and off the streets. The boys got many times the use of the Boys' Club that they had before the reorganization. The girls got the exclusive use of the school gymnasium. The emergency created by the fire was not the real problem that Troy, N. Y., had to meet. The emergency created by the fire

merely shocked the community into giving a better school life to its children and at the same time saved school taxes by adopting the Gary School Plan. It should be noted here that the plan gave to the children of Troy many enriching school opportunities in addition to better physical education opportunities.

About four years after the reorganization of the Troy, N. Y., school the letter reproduced below was received from the school principal.



GARY PLAN Work Study Plan

A public institution with all the advantages of an exclusive private school

## Public School No. 5

Troy, N. Y.

JOHN E. HEALEY, Jr. Principal

Special Instructors in

Cooking  
Sewing  
Shop Work  
Location and Dramatics  
Practical Business Office Procedure  
Gymnasium Activities

Teachers who work closer than anywhere else may obtain help by applying to the School's Welfare Committee

Mr. William A. Vitt,  
Gary,  
Indiana.

May 18, 1920.

Dear Sir:- Just a line to let you know that we are going along. This building was the former High School. All the forward-looking people in this burg are sending their children to us. I have put two private schools out of business. And I am in the section of Troy which houses the lawyers, doctors, big-salaried clergymen of the town and consequently register the children of these critical, discerning folks. These clients are charmed and delighted. I have the son of Roland Thompson, president of the Board of Education and a Harvard man. He comes ten miles in a machine, every morning and passes my school to hook up with a regular one.

Just to prove that I am not the mad dog I look, I am enclosing a copy of "NITGE" which contains one of my articles. I cleared up about \$700 last year by taking a crack at the literary game. And if you are in the market for a good saddle horse, I can sell you some nifty ones.

Cordially yours,

See page 30 in "Judge" sent under separate cover.

At the top of the letter-head is the following: "A public school with all the advantages of an exclusive private school." For thirty years the best description that we have been able to make of a Gary School has been by pointing out that the Gary Schools offer to the children of the poor man everything that the rich can secure for their own children in the best private boarding or country day schools of the country. Therefore, when one reads this letter from the Troy school principal, can one help wondering **why Troy had to wait for a fire?**

### **A Gary School Cannot Be Operated without Intelligent and Sympathetic Management**

Note the type of school man that had charge of this Troy, N. Y., school. It is too bad, but it is a fact that under a conventional type of school principal the new type of school would probably be turned back to the traditional school because the traditional school measures the limit of educational understanding of such persons.

The bookworm type of student who succeeds in accumulating course credits in the traditional school is naturally quite satisfied with himself and with the school in which he is able to succeed. Sometimes such a bookworm student decides to teach, which means, of course, that he wants to work as a leader in the type of school in which he knows that he can succeed. Should anyone be surprised, therefore, that the persons who find great personal satisfaction in the traditional school do not want to change it? Naturally they want to perpetuate the environment in which they have succeeded. The persons who have been the greatest successes in the traditional school, in many instances, would have been miserable failures in the new type of school.

Master teachers in any traditional subject field can be happy and successful in a Gary School only when they recognize that there may be other worth-while things in life outside their own narrow subject field and that teachers in any subject should be permitted to share the place in the sun formerly reserved for the academic type alone. No wonder it takes generations to change any great social institution like the schools. As a rule no social institution has ever been reorganized by the persons who have succeeded as leaders in the social institution as it is.

Teachers and principals are not the only persons who are wedded to the traditions and ethics of their time-honored profession. Educators are not the only professors of a time-honored philosophy who are opposed to unorthodox procedure. Learned engineers in the practical arts fields have the same failing.

"Paul de Kruif, in his delightful book 'SEVEN IRON MEN,' traces the genesis of the giant automobile industry, not back to Duryea, nor to Olds, nor to Haynes, but to the Merritt boys who, after prospecting for gold in the wilds of the Duluth-Superior district for several generations, finally stumbled onto the great Mesabi Range.

"Here lay the ingredients that were destined to feed the great assembly lines of the automobile industry—that were to usher in a new era of mechanical products at low cost, and make America the industrial capital of the world.

"It had taken three generations of rigorous prospecting by the Merritt frontiersmen—three generations of hard going.

"And it took almost another generation to break down traditions and get something done about it.

"Here was the rich ore in the form of iron oxide filling an entire valley—laying right out on top of the ground—assaying 64 per cent pure iron. Buicks, Cadillacs, Oldsmobiles, Chevrolets and Pontiacs in the amorphous form—stretching as far as the eye could see.

"The Merritts didn't know much about iron so they imported an expert—a real practical Cornishman—a mining engineer.

"The Cornishman knew his business—but an iron mine off of a railroad track was something new in his experience. After grumbling about having to go through the wilds to get to the place—he looked it over, knitted his brow and uttered an oath—'What's the matter,' asked one of the Merritts—'It's real iron ore, isn't it?'

" 'Yes,' answered the Cornishman 'I guess it's iron all right, but how are you going to mine it? It's too much out in the open. It's got no hanging wall—and where's your foot wall—tell me that?'

" '—and anyway the stuff's too loose and fluffy—you'll never be able to sink a shaft into it—the sides will cave in!'

"The Merritts went into a huddle. Then they timidly asked, 'Why should you have to sink a shaft—why not just dig it right up with shovels?'

"The finer sensibilities of the Cornishman were deeply offended—he was horrified! He told the prospectors in no uncertain terms that even in the secluded wilds of the Mesabi he would not—could not cast aside the ethics and traditions of his time-honored profession—under no circumstances would he be a party to any such unorthodox procedure—'no shaft—no mining'—was his parting injunction. Then he got on his donkey and started back on the 100-mile jaunt to Duluth."

From: *Metallurgy and Wheels*, General Motors Corporation, Copyright, 1936.

That is the way mankind is made. We call it human nature. Let us not, therefore, be too severe with the leaders in child welfare agencies because they are slow to adopt unorthodox procedure. Of course being tolerant in this situation is most trying because the fate of our nation is at stake.

## America Has Many Progressive Teachers and Principals

It should be noted here that many school principals in conventional school cities do not need to be in their schools for more than six hours a day and then for only 180 days a year. Of course, the longer school day and the additional school days will increase the amount of time that principals must be on the job. It is not surprising that school principalships have attracted some principals who want a job with short hours. Therefore, can you expect such persons voluntarily to lengthen their hours? Fortunately there are many, many school principals who do not object to the longer hours.

America has many really great educators serving as principals in her schools. Such principals are giving long hours trying to develop children through the conventional school system. To such principals the Work-Study-Play School is a great opportunity.

The *Platoon School Magazine*, December, 1927, page five, published the following from Angelo Patri, Principal of Public School No. 45, New York City:

### A MESSAGE FROM ANGELO PATRI

"I have been living with the Work-Study-Play plan for the past ten years. I have lived faster, worked harder, lived more happily for those ten years than in the fifteen years spent in the old-style school. The teachers and the children have lived more enthusiastically, more contentedly, because of the fullness of school life.

"Varied and complete equipment—such as we have in our school, a flexible program—such as this equipment provides, makes possible the enriched school. To me this means a truly democratic school, a school of the people. Here each child finds opportunity for his own peculiar talent, his own peculiar method of growth and development. Growth fundamental to real power is made through first-hand experiences. The day of the sit-and-listen school has passed—thank God."

The same magazine in January, 1927, page thirty-nine, published the following:

*"Girard College, Philadelphia, Pa.*

"Harold Barnes, Supervising Principal of Girard College, sends the following report: 'Girard College, Philadelphia, was one of the first educational institutions in the United States to adopt the platoon type of organization. The plan, after careful consideration, was put in operation in 1916 and includes all grades from the second through the high school. The teaching corps, both elementary and high school, are heartily in favor of the plan. It is felt that the platoon system vastly increases opportunity for efficiency and educational development from all angles. There is no desire to return to the old type of organization.' "

### **Civil City Parks and Playgrounds Are Helped**

In Gary the civil city has a very exceptional park and playground system in addition to the facilities of the schools. Because of the training in leisure-time activities in the schools the adults of Gary use their civil city recreational facilities to an exceptional degree and demand superior facilities not only in the field of adult recreation, but for children as well. **Everywhere in the parks and playgrounds of the civil city of Gary there are exceptional facilities for children.**

### **Churches Are Helped**

For over twenty years the churches in Gary have been able to get their own children for week-day religious instruction when the school classrooms are in session, provided the churches will provide their own instruction and their own instructors and arrange their own meeting places for the children near the schools. One week-day teacher of religion in Gary will give thirty classes instruction for one hour during one week, and only one classroom will be needed. For the Sunday School to do the same religious education work during one hour on Sunday would require thirty teachers and thirty classrooms. Week-day religious instruction supplements and helps the Sunday School. It does not supplant the Sunday School.

### **Public Libraries Are Helped**

For over twenty years the children's rooms of the public library system have been able to get the children during the time that the school classrooms are in session, provided the library is near the school and there are no serious traffic hazards. In Gary the schools have been paying the salaries of the children's public librarians and the schools have been giving to the public library annually for wear and tear on books \$1.00 per pupil using the library in class groups.

### **Does This Gary Idea of Cooperation with Other Agencies Work**

Unfortunately some few workers (NOT MANY) in other child welfare agencies do not respond as the Boys' Club workers in Troy, N. Y., did to the opportunity given to them by a school that serves as a clearing house for children's activities. Such workers do not believe in the simultaneous operation of all child welfare facilities. Apparently such workers do not want all children to get the full benefit of their facilities. **Facilities for a few, rather than for the many, is their slogan.**

### **Playgrounds Do Not Always Cooperate**

We referred on page 87 to the vacant playground. It sometimes happens that a playground director argues that "We now have the ideal condition. When the schools are in session no one is interfering with the schools' complete possession of the children. Then when the schools close after a short school day we have the children and no one interferes with our complete possession of the children." One of the fundamental weaknesses of this argument is the fact that the playgrounds do not get many of the children when the schools close, **even when the school day is short.** They get only a pitifully small percentage of them. And if they did get all of the children, the playground system would have to be enlarged many-fold. A playground working to capacity eight hours daily will give eight times the service that a playground working to capacity only one hour will give. No community can afford such a wasteful plan as the latter.

### **Libraries Do Not Always Cooperate**

It sometimes happens (not often now) that the librarians in the children's rooms of public libraries argue that we already have the ideal system. Such librarians say, "We have the time until the schools close to get ready for the children and then when the schools close we have the children for about two hours and we are through for the day." Such librarians say, "It would be impossible to have the children's room of the library full of children all day long and a class of school children coming and going every hour of the day! It would be terrible to have children come to our children's library rooms in school class grade groups of about the same age, same interest, same abilities and the same needs! That would be making a school out of the library. That would destroy our library atmosphere!" But if the libraries had all of the children for an hour a week in the children's rooms of the public library during the short time available for children after school closes, you would have to build a children's library room for every 200 children in the city. Gary would need 100 such children's library rooms. Compare this with the total of 250 classrooms in all of the Gary Schools. The library plant in children's rooms alone would have to be 40 per cent as large as the entire school plant. And Gary would have to have 20 per

cent as many librarians in its children's libraries as there are teachers in its schools. Even then Gary children could have only one hour a week in libraries. **And the librarians would spend most of their time waiting for the children to come after a short school day while the library rooms for children would be in use only one or two hours a day.**

Apparently such librarians consider the situation ideal when the schools take all children just early enough to prevent any other child welfare agency doing anything for them and keep complete possession of all children just late enough to prevent any other child welfare agency doing much for them. The Gary Schools have only fifteen libraries in the schools. But since these libraries are in continuous use all day long the children get as much service from these fifteen libraries in the schools as they would get from one hundred libraries away from the schools. The taxpayer should remember that placing libraries in the schools does not increase but actually reduces his school taxes. The taxpayer saves money by providing abundant library service for all children. It is the writer's opinion that separate library service should be provided for adults and for the children when they are through attending the schools. However, while the children are in school their libraries should be in the schools, and in these libraries children should have librarians, not teachers, as leaders.

It should be noted, however, that "real librarians as leaders" does not necessarily mean public librarians. It is not wise, as a rule, to employ school librarians with much public library experience. The Gary Schools have learned that trained librarians who have had much experience in public libraries do not grasp the school library situation easily. Such librarians say, for instance, when some teacher asks to have a reference book removed from the library for a few hours, "No, that will never do. The rules of every public library prohibit the removal of reference books from the library." That is a very good rule for the public library, but it may not be a good rule for the school library. There are many good rules for public libraries that are poor rules for school libraries.

## Good Reasons for Not Wanting To Make the Library or the Playground like the School

"Education and Social Trends," 1936, by Schorling and McClusky of the University of Michigan, has the following on page 60:

"We may now turn to three questions: First, is the matter of integrating the individual a function which the school should undertake? Second, can society afford to pay for it? Third, what are some hopeful ways of going about it?

"As regards the first question, there is nothing that the schools can do but accept a part of the responsibility if the continued improvement, perhaps the very existence, of our institutions is to be assured. A preliminary study of the CCC camps shows that not only an astonishingly low degree of school achievement but a deep antipathy on the part of many of the men for any and all things pertaining to schools. So wide-spread is this resentment that the general advisor of one group of camps has avidly accepted the suggestion that all terminology suggesting school (for example 'teacher,' 'lesson,' 'classroom,' and the like) be kept out of the vocabulary when dealing with the enrollee. Excellent as our schools are, we must admit failure with far too large a percentage of the students in efforts to provide adequate guidance and curricular materials that meet the needs of certain groups of students who pass through the school."

No wonder some librarians do not want the library to be like a school. Such librarians want children and adults to be happy in the library. They too want to avoid any terminology or practice suggesting school,—to them a place where students are unhappy.

Edward B. DeGroot, in charge of the development of the playground system in Chicago thirty years ago, was most co-operative in helping Gary even though Gary was not following the Chicago Plan. He came to Gary several times and gave many valuable suggestions. The first playground teachers in Gary were trained in his special training school. This fine man did not believe that the Gary Plan would succeed. He thought it was utterly foolish for anyone to imagine that either children or adults would ever come back to a school for fun. Therefore, he was sure that recreational facilities added to the school would be a waste of money because they would not be used. No wonder Mr. DeGroot did not favor recreational facilities attached to schools. He wanted a place where children and adults would be happy.

The Gary Plan worked because Gary changed its schools. Recreation and handwork added to the study school gave Gary a new type of school—a school that was wanted by children and adults. After all, the real trouble is that the schools will

not permit children and adults to use the school facilities in the natural way. Schools have been compelling children to sit in seats all day long. Schools, as a rule, have not permitted adult use at all. No wonder many children and adults have gone on a strike against a sit-down school, and a locked-up school plant.

### **Proof that the Gary Schools Are Attractive to Students**

Constructive criticism is often mistaken for unkind opposition. If the schools will only profit from the criticism of persons who are not blind to the faults of the school, they will soon learn how to meet the needs of children and the demands of society. We believe, in fact our experience has proved, that schools can be made attractive to adults and children—not only for recreation and handwork activities but also for study.

The North Central Association Quarterly (October, 1936, page 173) has the following from its fourth and final report of its supervising committee on the establishment of the Gary College:

"Of the various functions ordinarily ascribed to Junior Colleges, the Gary Junior College is intended to serve the 'preparatory' function alone; other elements of the school system serve the functions of terminal work beyond high school, such as commercial, semi-engineering, other vocational and general education purposes. That the Junior College is serving the preparatory function is evident from the fact that after four years 125 former Gary College students are now attending 28 different colleges and universities which they entered with advanced standing. Of its 12 graduates in 1934, 10 will receive their Bachelor's degrees from universities of recognized standing this year, 1936.

"The relationship of the Junior College and the other elements of the Gary School system to the local performance of the variety of functions frequently ascribed to Junior Colleges, but seldom performed effectively except with respect to the preparatory function, is shown by the following figures: Of the approximately 950 Gary High School graduates in one year,

13.7 per cent enter a non-local higher institution;

12.6 per cent enter Gary Junior College;

22.1 per cent enter adult commercial education classes conducted by the Gary System;

4.7 per cent enter Junior Engineering courses;

18.4 per cent, other vocational training;

17.3 per cent continue general academic work in the evening school;

11.0 per cent apparently do not continue immediately, at any rate, to further education in the Gary System or elsewhere.

The Gary System provides post high school training for 75.3 per cent of its high school graduates, and in addition 13.7 go away to college.

"These facts lead this Committee to the conclusion that judgment of the Gary Junior College with respect to the variety of functions ordinarily expected of Junior Colleges should be made with reference to the entire Gary System. Its exclusive attention to the preparatory function

is justified by its relationship to other elements of the Gary System which perform other Junior College functions.

Gary graduates 56 per cent of its high school freshmen. Certainly the fact that 75.3 per cent of the Gary High School graduates go on with their schooling in the local schools is evidence that the Gary graduates are not sick and tired of the local schools. Note also that the school work elected by these graduates is in the traditional school curriculum field. See page 51 for Gary adult school enrollments.

### **Peak Load Plan Cannot Be Abandoned Completely**

The plan of having only one child welfare agency working with children at any one time and having at that time all other child welfare agencies idle is the Peak Load Plan. Empty children's rooms at the public library when the schools are in session is the Peak Load Plan. After twenty years' effort in Gary the plan of using the children's rooms of the public library while the schools are in session was practically abandoned. Street traffic, weather conditions and distances make it impracticable to send children to and from the school to the public libraries every hour of the school day. Gary had the same experience sending children to churches for week-day religious instruction. Today rooms for religious education given by the churches are provided in the schools. In order to avoid the Peak Load Plan completely it is necessary that one have a community center with churches and libraries located near the schools.

In Gary every child welfare facility can be full of children every hour of the school day **BECAUSE THE SCHOOLS ARE IN SESSION**. Remember that Gary Schools actually are clearing houses for children. Every child welfare agency **that is located so that it is accessible to the school children** can be full of children, if it will take the children. The schools do not supervise the work in other agencies, and the schools do not have anything to say concerning the location of the facilities of the other agencies.

### **Opposition Must Be Expected**

A few teachers, a few librarians, and a few playground directors are not the only persons who question the advisability of a school serving as a **clearing house** for children's activities.

The (1916) General Education Board's "A General Account of the Gary School," says on page 173:

"Whether it is wise for the school to release its hold upon the child during school hours is open to question ..... It remains to be ascertained how American sentiment will react to this innovation."

Fortunately every year the number of reactionaries in education is growing smaller. It now seems probable that American sentiment will react in favor of schools that are planned to meet the real needs of children. It now seems probable that American sentiment will demand that the school day be lengthened and that other child welfare agencies be permitted to share in the longer school day so that these other agencies may do for children the work that they can do for them better than the schools can do it.

One must not be discouraged because there is opposition. "The mills of the gods grind slowly."

Only 200 years ago a woman was on trial in a village in France for the crime of being a witch. She was accused of passing through key holes in doors. Seven learned men of the village heard her trial and after six weeks' confinement in a cell with a door that had a keyhole these seven men found the poor woman guilty and had her burned at the stake. A writer of the time who has given us this account said, "What can you expect from the common man when such a farce of a trial represents the intelligence of the learned men of the day?" Today any fourteen-year-old boy would consider such thinking by the learned men of 200 years ago as worse than silly—without sense or reason.

Following the editorial on Work-Study-Play for adults as well as children, quoted on page 50, the Gary Works Circle (1925) published the following:

#### "PREJUDICE

"A record has been discovered of alleged wireless telegraphy as long ago as 1622. In that year a book by P. de l'Ancre was published in which the author reported that a man had demonstrated to King Henry of Germany a means of communicating with absent persons. The inventor rubbed two needles against a magnet, and attached them to different clocks. As an operator turned the needle on one clock dial the needle on the other made the same movement, regardless of the distances which separated the clocks. King Henry, it is stated, forbade the publication of the invention!

"Prejudice and superstition took extreme forms in those days. The history of science is a long record of struggles to overcome popular prejudice. We can be thankful that we no longer regard each innovation or invention as a work of the devil. One of the reasons for the

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great progress we have made in the last two or three decades lies in the fact that we accept new things with an open mind."

Let us emphasize that the persons who oppose the Gary Schools do not belong to a despised group because they hold fast to their professional traditions that in reality are only educated prejudices. In fact they belong to the ELITE—the learned and respected men who have been well grounded in the traditions.

In the early days of Gary many of the ministers of Gary were calling the Gary School System "the work of the devil." That epithet was used because, they said, "The Gary Schools are sugar-coating the way to hell with their bands and orchestras, dramatics, nature-study, social club work, folk dancing and play." Out of this opposition came the Gary plan of week-day religious instruction. The opposition of the ministers was perfectly natural because the school activities were over-shadowing the church activities. The ministers were right in standing firm for a place for the church in the child's life. What is more important, no minister urged as did the learned man of medieval Europe that "a young girl should never play; she should weep much and meditate on her sins." During the past twenty years no more devoted and self-sacrificing group could be found than the ministers of Gary, trying to provide week-day religious education for their children through the opportunities offered by the schools.

One must not only recognize that opposition is to be expected. One must also recognize that as a rule progress is made because of opposition. Sometimes one must recognize that the value of a new proposal can be estimated by the extent of the opposition.

### Why Work-Study-Play Schools

Idle hands are the Devil's tools: The children pray, "Give us something to do." That is what the Work-Study-Play School does.

"Every morning I take off my hat to the beauty of the world."—Inscription over fire place of Indiana's great artist, T. C. Steele. Work-Study-Play Schools meet children's craving for beauty.

Good health is the foundation of happiness. The Work-Study-Play Schools build health into children.





